Rhode Island Public Charter Schools
Charter School Proposal Cover Sheet

Name of Proposed Charter School: Charette
Propose Location of School: Providence, RI
Proposed Enrolling Communities: Providence, Rhode Island

Primary Contact: Robert Pilkington, Ed.D.
Proposed Role with Charter School: Designer, Operator and Superintendent
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Proposed Role with Charter School: Head of School
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Proposed enrollment during the initial five Year charter term:

School Year	Grade Levels	Total Enrollment	Number of School Sites
2017/2018	9 & 10	113	1
2018/2019	9, 10, & 11	167	1
2018/2020	9, 10, 11, & 12	225	1
2020/2021	9, 10, 11, & 12	225	1
2021/2022	9, 10, 11, & 12	225	1

Proposed grade levels when fully expanded: Nine through twelve
Total student enrollment when fully expanded: Two hundred and twenty-five
Total number of school sites when expanded: One
Charter School Type: Independent
Name of establishing person or entity: DaVinci Center for Community Progress

Establishing persons or entities (in accordance with RIGL § 16-77.2-1,16-77.3-1 or 16-77.4-1):

Person or Representative of Entity Establishing the School:
Signature: _____ Date: 09/14/16
Print Name: R. Pilkington, Ed.D & K. Vespia, Ed.D. Position/Title: Superintendent and Head of School

Additional Representative from Applicant Group:
Signature: _____ Date: 9/14/2016
Print Name: John DeLuca Position/Title: Executive Director of the DaVinci Center

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Executive Summary

Mission Statement: ***Charette exists to inspire students*:**

To become practitioners of city planning as a life-long civic engagement strategy;
To act as guardians of historic buildings;
To learn in a proficiency based, high-tech and work-like environment, and
To help build and preserve a collaborative and community immersed school

The Need for Establishing the School: Charette stands as the next level in the development of blended learning and experientially-based schools. Charette is not designed to advance blended and community learning itself, but to advance high-tech learning based on a structured theme; in this case Urban Planning and Preservation Arts. Using new technologies, advanced courseware and emerging blended modalities (Pod Models), Charette normalizes blended learning as the model becomes de-emphasized through subordination to a theme and organizational ethos.

Currently, there are profound opportunities and challenges surrounding land use and historic preservation and the need for student participation in the development of a shared vision for Rhode Island's future. The creation of a citizenry aware of the complexities of Planning and Preservation is as critical to our country's survival in the 21st Century as the creation of an educated and literate citizenry was to our country's success as a World Leader and democracy in the 20th Century. By developing a school where the city is its campus and field work, real local issues and real world experiences beyond the senior project are components, Charette will help create a student who is a future leader in these critical areas.

Additionally, the City of Providence is experiencing a boom in student population. There is a surge in Middle School enrollments and anticipated growth in the High School grades is acute. In a presentation to the Providence School Board in 2013, the enrollment of Providence High Schools will move from 6,373 to 7,335 during the term of the Charette charter. Continued growth in the 2021/2022 school year is anticipated as well (Luger, 2013).

Charette desires to break down the artificial barriers between adults in charter public and traditional public with regard to membership in professional organizations. By encouraging consideration of membership for the teachers in organizations like the AFT or NEA, or Local 1033 for the Planners and architects, Charette seeks to bridge the chasm of divide between educators and professionals around independent charters and unions.

Lastly, as a school designed to have a positive impact on graduation rates and drop-out rates in the urban areas Charette will purposefully embrace principles espoused by the National Drop-out Prevention Center/Network (2015) and the National Crime Prevention Council (2004, 2016) as programmatic hallmarks for success. It is critical for youth to have a deep sense of value and connection for their community and Charette will foster this through personal and educational empowerment, community involvement with civic pride and community service learning.

The Goals of the School: The goals of the school are to increase student academic performance as compared to their district peers, create a vibrant school community which exceeds the needs for students, families and faculty alike and to create a viable organization structurally, governmentally and financially.

Additionally, the goals of the school are to create a state of the art school with adaptive courseware and learning which is supportive of the Common Core, Next Generation Science and Applied Learning Standards. Charette will demonstrate that core content instruction is enhanced when combined with real world context.

A Description of the Individuals Who Comprise the Applicant Group: Robert Pilkington, Ed.D. has opened charter schools with varying themes before and created the RI League of Charter Schools in 2001. Kathleen Vespia, Ed.D., an educational consultant, is former Chair of the Education Department at Salve Regina University, currently serving on the board of Oliver Hazard Perry Rhode Island as Chair of the Education committee, and has prior Head of School experience at The Network, a school she designed in Attleboro, MA. John DeLuca is the longtime Executive Director of the DaVinci Center for Community Progress. John has dedicated his professional career to improving the North End community by providing programs for its citizens and by preserving the quality of life for North End residents.

An Overview of the School's Educational Program: Charette is a theme based and blended learning school which uses a Pod Model for student grouping. Teachers from an interdisciplinary team move from Pod to Pod rather than having students move to and from adult spaces as they traditionally do. Using courseware which is CCSS based and customizable, students will be required to complete 23 credits to graduate, including theme specific courses and foreign Language. Real-world examples of Urban Planning and Historic Preservation will be worked on in charette, a collaborative problem-solving session. Theme integration will be the responsibility of a blended educator corps comprised of certified subject area teachers and staff Planners and architects.

A Description of the Unique features and Mission Specific Focus: The physical lay-out of the school's spaces, the Pod element and rotational team teaching, the school's theme which is unique with only two known schools nation-wide using its elements, the partnerships with the Oliver Hazard Perry and other potential CBO's, the school's museum and gallery which will be laboratory environment for the students and Charette's desire to engage the community by educator led external experiences (conferences, open meetings, press events, governmental presentations, etc.) are some unique features supporting the theme and mission.

Governance and Management: The Board of Trustees will operate as a school board while employing the structure of a non-profit board. The nine-member board will be comprised of three parents, a DaVinci Center representative, three members from the educational or non-profit sectors, and two professional planners or architects. School administration will outsource finance and benefits operations to professionals in order to guard against internal fraud or error. The board will operate in accordance to its by-laws and state and federal regulations.

Teaching, Support and Supervision: Core content teachers will work in teams of four with a teacher to student ratio of 1:15. Students will be grouped in Pods of fifteen with two Pods to a Suite (2 computer labs with shared workshop/conference space). Teachers will be supported by educational staff who are Planners and architects and supervision will be performed by certified and trained administrator in the Rhode Island Model Evaluation and Support System (Rhode Island Model).

Relationships with Organizations: Charette is a self-operating public charter school with 501c3 status and with no Essential Partner. However, rich relationships will be built with Johnson & Wales University and other educational organizations, fellow non-profits and

Professional Organizations such as the DaVinci Center, Oliver Hazard Perry Rhode Island, DownCity Design and many other potential partners in the planning and preservation sectors.

I. Mission Statement

Charette has two mission statements. The first is the one which serves as a guide to the question, "What and for whom?' and articulates the direct nature between the school's theme and the school's unique sense of community, environment and pedagogy. This mission statement is the one which will appear in school materials and is aspirational as opposed to a purely quantifiable mission statement.

Charette exists to inspire students:

To become practitioners of city planning as a life-long civic engagement strategy;

To act as guardians of historic buildings;

To learn in a proficiency based, high-tech and work-like environment, and

To help build and preserve a collaborative and community immersed school

A second Mission Statement will serve as a charter school application mission statement and help to guide mission metrics by addressing the question, "for whom and to what degree?" The RFP mission statement is:

Charette will create:

A blended learning environment with a customized and differentiated experience for each student;

A school program which outperforms urban sending districts by 5% in each state-wide test across all grades and subjects;

A school where 100% of its students will show growth on NWEA MAP RIT scales commensurate to 1.25% of enrolled time

The "for whom and to what degree?' statements in the mission-metric mission statement are clearer than in the traditional and aspirational organizational mission statement. Charette is dedicated to creating a learning environment which harnesses the power of great

courseware and provides a unique experience for every student. From Village Green we know that this is possible.

Charette also believes that it will be able to raise assessment scores in any state-wide test and that Charette students, as a group, will outperform their urban sending district counterparts in all areas and in all grades. Charette will also use a longitudinal measure such as NWEA's MAP test and believes that every student will grow academically more than one grade level year, as shown in RIT score conversions, as a result of the school's academic program. In other words, "If you come in behind, we'll catch you up."

Lastly, the school will have adults on a collaborative faculty who will represent different sectors (education, planning and architecture) and who will most likely be members of their respective professional organizations (AFT/NEA, American Planning Association and the American Institute of Architects) and will work in concert with an engaged administration to create conditions conducive to professional harmony in the best interest of kids.

II. Community Need and Support

As a state-wide charter school, it is nearly impossible to ascertain exactly which RI cities and towns will send students and in what numbers those students will be enrolled at the school. However, there are past trends which show state-wide charter schools located in Downtown Providence can enroll a student population which is approximately 75% from Providence, Pawtucket, Central Falls, Woonsocket and West Warwick while remaining students come from urban, suburban and rural areas, thus creating a rather diverse student body. The Free and Reduced Lunch rates for this student blend comprise 75% to 85% with minority students representing the majority of the student bodies.

The target population is comprised of students who reside in Providence and who are enrolling in 9^{th} or 10^{th} grades (for year one) and desire to be a student at a small themed-based blended learning school which uses a Podular instructional model with Urban Planning and Preservation Arts as a theme for academic integration and real-world connections.

The rationale for choosing this "particular community" is very complex but based on a solid formula. First, traditional and long held Regents' priorities surrounding charter school authorizing priorities have been to approve schools in urban districts of intervention. The assessment scores, drop-out rates and graduation rates of the targeted urban districts have been dismal and mostly stagnant. While not providing "an analysis of state test scores or a general argument for school choice" to demonstrate community need for Charette, it is important to reiterate that locating charters in urban areas has been a long-standing priority of the Authorizing Body as well as the Charette founding team.

Impending high school overcrowding in Providence is anticipated just as Charette could potentially open. Charette could provide needed seats for Providence high school aged

students just when the district coincidentally requires extra capacity (Luger, 2013) and thus assisting the Providence district to in part address its overcrowding issue.

Charette's theme is both important and relevant. More than ever students need to have deep connections to their communities and a sense of belonging. Graduating and staying to become part of the community's fabric are directly related to how connected the student experience is.

Currently, urban planning concerns such as the I195 tract, the IN Bank Building, the Rhodemap Plan, the future of Providence's Waterfront, new mass transit systems and spaces, airport and port expansion, preserving open space, increasing capacity of ground water runoff containment and crumbling infrastructure and neighborhood revitalization are all issues which need smart answers, and smarter citizens to help solve them. There exists a spirit of innovation inspired by the call for design and innovation by such newly elected civic leaders, including Governor Gina Raimondo, Mayor Jorge Elorza, the developing RIDE strategic plan, *Transforming Education in Rhode*, and the work of non-profits in the city success as DownCity Design led by Adrienne Gagnon, a RI Innovation fellow. By developing a school where the city is its campus and field work location, real local issues and teacher- led experiences beyond the senior project, Charette will help create a student who is a future leader in these critical areas.

Providence has been referred to as the "Design Capital" and, as such, serves as a meaningful location for Charette with its theme of urban planning. Issues of land use and preservation will be ever-present as political and social concerns. As long as people have a propensity to adapt and reshape their environments then Urban Planning and Preservation Arts are a self-perpetuating theme. Charette will connect each student to the future and past all while challenging them in the present.

Charette is a new school choice option. At this stage of investigation only two schools in the U.S. with this theme have been found by the authors. The first is the Williamsburg High school for Architecture and Design in Brooklyn, NY and the second is the Charter High School for Architecture + Design (CHAD) in Philadelphia, PA. Charette's themes go beyond architecture and Preservation Arts to include Urban Planning making this choice option even more unique.

As noted above Charette plans to draw 100% of its students from Providence where academic performance is of concern. In that district, 2016 PARCC results indicate the percentage of high school students proficient in ELA was 21.5% and math proficiency in Providence high schools was 12.4%. The graduation rate in Providence is 71%. The National Dropout Prevention Center/Network (NDPC/N, 2015) affiliated with Clemson University has conducted research that has identified effective strategies "that have the most positive impact on the dropout rate". Charette will by design incorporate these identified research-based strategies across 4 domains:

- *School and Community Perspective* which includes Safe Learning Environments, School-Community Collaboration, Systemic Renewal

- *Early Interventions* involving active family engagement.
- *Basic Core Strategies* which includes Mentoring /Tutoring and Service-Learning
- *Making the Most of Instruction* which includes Active Learning, Career and Technology Education, Individualized Instruction, and Professional Development

The proposed leadership for Charette, both Superintendent and Head of School, have a proven track records for designing and leading schools that produced strong achievement outcomes through the establishment a school culture predicated on high standards and high expectations. They bring to this new initiative the knowledge, skills and dispositions that would contribute to the success of Charette in this community. The leadership has extensive experience derived from their work in four successful school settings. One program, the Network in Attleboro, MA, was modeled after the personalized, engaged instruction promoted at the Met Schools, but developed into a hybrid of standards-based (Massachusetts Curriculum Framework learning standards) classroom instruction and community engagement. The knowledge and lessons gleaned from experience at Beacon Charter, Rhode Island Nurses Institute Middle College (RINIMC), and Village Green Virtual (VGV) could additionally be transferred in the establishment of this proposed school.

Teens, Crime, and the Community and Community Works (TCC/CW) program, a collaborative effort by the National Crime Prevention Council (NCPC) and Street Law, Inc., developed curriculum that recognized the critical importance for having youth develop a sense of connection and value for their community. Charette will use components of their published curriculum that foster personal empowerment, community involvement and civic pride, and community service.

In developing Charette's school design and application, the authors have reached out to visionary members in the community and beyond. At this early stage, many have served as a resource, including faculty from RISD, URI, J & W, Adult Education, DownCity Design, secondary level educators, community agencies including the Providence Recreation Department and DaVinci Center, and non-profits agencies, such as Oliver Hazard Perry RI, and civic leaders. Several individuals have agreed to serve on the Board. Contact has been made with other valuable community resources; Generation Citizen and the Charter High School for Architecture and Design in Philadelphia, for the purpose of on-going communication and collaboration. The establishment of working community partnerships will be an essential component of effective teaching and learning at Charette, will clearly create opportunities for students and support the mission and the success of the school.

As clearly articulated by the authors, Washor & Mojkowski in their book , *Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates* (2013), student disengagement plays a key role in the decision students make to drop out of high school. Washor's and Mojkowski's innovative school design model, a model which the authors of this proposal strongly endorse and drove the design for Charette, involves active engaged learning in the community through partnerships and participation in authentic work and rich purposeful problem solving.

E-learning with targeted academic support by teachers provides a valuable platform for the development of knowledge, skills and practices identified by the Common Core Standards State Standards as essential for college and career. Common Core Literacy Standards for Social Studies, Science and Technical and Next Generation Science Standards will be addressed through Charette's blended learning model. By design, students at Charette will apply and transfer their knowledge, skills and practices throughout the theme-based curriculum and field-based experiences. Students' natural passion for learning will be rekindled through the unique challenges presented to them. They will be given the opportunity to contribute to society through supervised work beyond the walls of the school with community partners. The proposal's authors' experience and knowledge of the power of authentic engaged learning in the community will support fulfillment of the mission. The fusion of a research-based successful blended learning model with integrated engaged learning experiences available through partnerships promises to be a win-win situation for students and the Rhode Island community

III. Goals

The *Renewal Process Overview* describes a process where a performance review begins in the fourth year of the charter term and that schools are the subject of a Renewal Report which presents observations from an analysis of data and a renewal site visit. Informing that report are three standards within the Performance Framework. The first standard asks if the schools' educational program is a success and uses the CIS metric. Student state-wide assessment metrics form the bulk of the generalizable measured outcomes for this weighted standard. The second standard asks if the school is providing appropriate conditions for success. This renewal standard examines instructional leadership, curricula developed, student and staff supports, family and community engagement, good school climate and mission alignment. The third standard asks is the school is a viable organization. This standard takes into account measures such as a school's financial health, regulatory compliance, and operational quality.

Three additional goals to gauge the academic success of Charette are:

1. The school expects 100% of students to achieve an upward and consistent trajectory of longitudinal test data-points (minimum two test windows per year) in NWEA MAP assessments in math computation, math reasoning, language usage and reading comprehension.

2. The school expects that by the end of the junior year that 60% of its students have achieved Pearson's Certiport Certified User designation, or similar industry standard assessment, for proficiency in using an AutoCAD style program. By the end of the senior year the school expects 80% to achieve this standard.

3. The school expects to outperform urban district peers by 10% on state-wide science exams which use the framework of the Next Generation Science Standards.

Three additional goals that could be used to evaluate the mission of Charette are:

1. The school expects to develop a Mobile-Learning Handbook in year one and 100% of Charette students will engage in field work, beginning in the first year, where they use mobile devices to help create deliverables which inform and entertain.

2. In partnership with a courseware developer, the school will pioneer a three-year science program of study which will incorporate Earth and Space Science Disciplinary Core Ideas (DCI's) into the traditional biology, chemistry and physics curricula and domain outlines. This goal is in support of a pioneered Next Generation Science Standards e-learning curriculum from a national and high quality (Bush & Wise, 2010) vendor.

3. The school will incorporate into its graduation requirements a capstone project which requires exhibition of a 3D model that solves a local planning or preservation issue. The project will contain a research style paper, journal, model and brochure or other display graphic and be aligned with the RI Applied Learning Standards.

Three additional goals to assess Charette's organizational strength are:

1. Fully composed board with all constituencies consistently accounted for.

2. 100% of the teachers lead students in at least 40 hours per year of field work experience in support of m-learning goals.

3. The museum and gallery are financially self-sustaining by year three.

IV. Educational Program

IV(a). Guiding principles

Pedagogical Guiding Principle: Blended learning is an effective technique for proficiency based learning and allows the teacher to be able to analyze data and close skill gaps in a more targeted fashion. Blended learning allows for a highly differentiated learning environment where students can achieve acceleration in one subject and receive remediation in another simultaneously. The Pod and Suite method allows for a rotation like model which places greater teacher influence over the pace and monitoring of the entire group.

Curriculum Decision Guiding Principle: Sophisticated courseware exists today and is only getting better over time. Charette believes that with the right mix of courseware providers an ideal program of study can be built to serve all kids.

Assessment Practices Guiding Principle: Assessment is the heart of modern teaching and learning and Charette needs multiple levels of assessment in order to make the best decisions. Courseware allows for short cycle assessment data to be used by each teacher on a

daily if not hourly basis. Local assessments linked to National Standards inform progress over time (NWEA) and serve as an indicator of future PARCC proficiency. The PARCC test is the state's coin of the realm and the core curriculum will be aligned to Common Core State Standards (CCSS) in support of Partnership and Assessment of Readiness for College and Career (PARCC) and Next Generation Science Standards (NGSS) and NECAP.

School Culture Guiding Principle: Charette will be a small school of students and adults brought together in advancement of their passion for the past and belief in the future. The themes of Urban Planning and Preservation Arts lend itself to the creation of a school culture based on problem solving, inquiry, teamwork, shared vision and the need to use technology to expand the school experience beyond the four walls of the school and into the community, in essence, a true Learning Community for students and teachers alike aided by innovative use of technology. The school is also welcoming of the community in that its museum and gallery are open to the public and for public use.

Academic and Organizational Guiding Principle: Charette believes that only through meaningful committee work, and school-wide dialogue which includes all stakeholders, does true school improvement happen. Charette is committed to supremely educating students to high levels of achievement and to bring into school context real local issues which need to be grappled with and solved. Charette believes that professionals who are members of various organizations can support teaching and learning together by bringing their unique talents and perspectives to the school-wide conversation about quality work and results.

In the foreword of Horn & Staker's new book Blended (2015), Clayton Christensen writes, "Blended learning makes the best of the old and new paradigms available to us all who want to learn." The "constitution of blended learning" emerged in Bush & Wise, Digital Learning Now! (2010) when the ten elements of high quality online instruction were first published. The Innosight Institute and iNACOL have firmly positioned blended learning as a credible yet emerging pedagogical strategy. In Blended, Horn & Staker (2015) refer to blending learning, "as the engine that can power personalized and competency based learning" (Horn & Staker, p. 10). Any school emerging at the time would be remiss not to adopt blended learning as its main delivery system of instructional content.

Charette will carefully choose a courseware vendor who is committed to product improvement and customer satisfaction. The school needs at least three courseware vendors; core content and supplementary material, foreign language and an AutoCAD type program. The choice of vendor will depend on the best available products in spring of 2017.

The assessment package at the school is a combination of old and tried and new and emerging assessment tools. NWEA has been in business since the early 1990's and serves millions of students in thousands of districts across the country. PARCC is based on the CCSS and is moving into its third year of implementation. The short cycle assessment tools found within courseware vary from product to product and are always under revision and

improvement. However, the three combined serve as enough data to guide instruction in both the formative and summative sense.

As the first school psychologist at the Met Schools in Providence, Dr. Kathleen Vespia witnessed the amazing power of engaged learning, through the school's emphasis on "Learning through Internships" (LTI's), for transforming previously disengaged secondary learners into passionate seekers of knowledge. With this knowledge she created in Attleboro, the Network. Since 1998, this alternative high school program has provided a hybrid program involves both exposure to a rigorous core curriculum (needed for passing MCAS) and engaged work in the community. Her previous research for the Small Schools Network of RI and funded through the RI Foundation, examined the key characteristics of successful small schools, including Paul Cuffee, UCAP, Community Prep, and Highlander. Her findings provided evidence that through collaborative practice and building-based decision making they were developing programs and school that were effective in meeting the needs of students and their families. The Met Schools, now over 90 worldwide, continue to develop and prepare students for college and careers in exciting and newsworthy ways.

Dr. Vespia completed two years of training as a RIDE Induction Coach. The research-based skills that she has acquired through this training will be put to good use at Charette. She will be able to foster student learning through teacher's supported use of the effective coaching tools developed by the New Teacher Center, such as the Analysis of Student Work (ASW) and the Collaborative Assessment Log (CAL). As former chair of the Education Department who spearheaded Salve Regina's involvement in the RIDE induction program, she has witnessed first-hand the powerful impact of induction coaching on supporting effective teaching practice and promoting student learning across all school levels. She hopes to replicate this at Charette.

Dr. Robert Pilkington has demonstrated through his work at Village Green Virtual that a high quality e-learning curriculum can be used in a whole school context. At VGV, students are empowered in their learning by being knowledgeable of their dashboard status, projected graduation date, curriculum completion percentage by course and their proficiency rates in formative and summative assessments. In a "bricks and mortar" blended learning school both relationships and rigor can complement each other. Social communities are built within a digitally rich environment and technology becomes transparent and not the focus of attention. The main mission of teaching and learning, albeit in a much different way, becomes the primary focus of the interaction between teens and adults.

In designing Charette the experience of VGV has proved invaluable. First, the myths of teen isolation and lack of socialization in the blended learning model, or that under RI Virtual School Regulations that blended learning is a viable faculty reduction strategy have been firmly debunked. Secondly, VGV has shown that Charette's target populations are interested in new learning modes and that a full time and bricks and mortar virtual school can have face validity in student enrollment by appealing to typical consumers of public education and not fringe groups such as home-schooled families, credit recovery students or medically fragile students only. VGV shows that there is a market for schools like Charette.

Additionally, the VGV experience will lead to a rapid roll-out of e-learning. instead of having to painstakingly discover, field-test and implement e-learning tools and structures such as Daily 21st Century Skills Diaries, completion projection models, automatic pacing guides, whole cohort daily proficiency and completion snapshots, time and learning relational models for customization and "roto-flex" (Butler, 2015) rhythm teacher/team scheduling, Charette will purposefully and thankfully use the lessons of Village Green Virtual and avoid initial inefficiency by executing its comprehensive e-learning structure school-wide on day one.

Tony Wagner has extensively researched innovative thinking. In "Creating Innovators" he identifies what he believes to be the most essential qualities of successful innovators and can be "nurtured, taught, and mentored" (T. Wagner, 2012, p. 16):

- curiosity, which is a habit of asking good questions and a desire to understand more deeply
- collaboration, which begins with listening to and learning from others who have perspective and expertise that are very different from your own
- associative and integrative thinking
- a bias toward action and experimentation.

The urban planning, design work, and historical preservation work of Charette will seek to develop those skills and habits of the mind identified by Tony Wagner. With the knowledge he has acquired of blended learning at VGV, Robert Pilkington believes Charette has the capacity to play a valuable role in creating innovators in Rhode Island. Kathleen Vespia shares that vision and together under their leadership hope to establish a school that does just that.

The authors have made contact with two successful high schools that address Charette's themes of design and study of an architecture. First, the Charter High School for Architecture + Design is an innovative program integrating the design process with the mastery of a strong liberal arts education. The second school, the Williamsburg High School for Architecture and Design (WHSAD), focuses on architectural drafting, design principles, and historic preservation. The authors of this application hope to visit each school and examine more closely successful learning strategies which can be incorporated into the thematic piece of Charette.

IV (b). Curriculum and Coursework

Charette's recommended program of study will replicate this table:

Grade	Number of Credits	Instructional Source
ELA	1	CCS aligned Courseware
Algebra I or Pre-Algebra	1	CCS aligned Courseware
Modern World History A	.5	CCS aligned Courseware
RI History B	.5	In-house designed

Biology Principles of Health and Wellness Digital Citizenship Total Credits	1 1 1 6	CCS and NGS aligned Courseware CCS aligned Courseware CCS aligned Courseware
ELA 10 Geometry Survey of US History A Intro to Art B Chemistry Principles of Health and Wellness Foreign Language Total Credits	1 1 .5 .5 1 1 1 6	CCS aligned Courseware CCS aligned Courseware CCS aligned Courseware CCS aligned Courseware CCS & NGS aligned Courseware CCS aligned Courseware Rosetta Stone
ELA 11 Algebra II Human Geography Physics Foreign Language SAT Prep AutoCAD type software Total	1 1 1 1 1 .5 .5 6	CCS aligned Courseware CCS aligned Courseware CCS aligned Courseware CCS and NGS aligned Courseware Rosetta Stone CCS aligned Courseware Pearson Certiport
ELA 12 Math Models and Applications	1 1	CCS aligned Courseware CCS aligned Courseware

Capstone	1	In-house designed
Foreign Language	1	Rosetta Stone
Art History	1	CCS aligned Courseware
Total	5	

The program of study was primarily organized to meet RI graduation requirements. It is a traditional program of study which is "college prep" in nature and is not a confusing alignment of courses should a Charette student transfer in or out of the school. The odds are that most courses would align for a continuous transcript. RI History is offered in year one to acquaint students with the geography and features of Rhode Island. Having students think early on about the Rhode Island beyond the cityscape is a needed foundational attitude. Since Charette is a blended learning school, and every student will have consistent access to a computer; the need of Digital Citizenship becomes apparent in year one.

In year two the program of study continues its traditional nature and an Introduction to Art is offered in order to give the students a background in the terms of art. Foreign Language through Rosetta Stone is introduced as well.

In year three students take a mandatory SAT prep course as well as AutoCAD. While AutoCAD is not a graduation disqualifier, attaining the Certified User certificate through Pearson will be a form of distinction at the time of graduation. Costs of AutoCAD may be a determiner of acquiring a different CAD software application.

In year four, students take a capstone course during the first semester in order to complete this performance based graduation requirement (PBGR) requirement. Additionally, students take an elective course (Art History has been included for demonstration purposes being unsure at this stage if AutoCAD would count as an art credit) in order to round out the twenty-three credits needed to graduate and enter any four-year institution.

The curriculum of the school was built with CCSS based core academic courses and Charette will employ a vetted and viable curriculum product aligned with CCSS and effective as a predictor of PARCC proficiency. We recognize the critical importance of the development of transferable core academic skills and knowledge that will prepare students for college and careers, and as measured by the PARCC assessments. We are determined to prepare students for these assessments and more importantly, for life. Familiarization with the Rhode Island community and related current issues, digital awareness, SAT preparation, foundational computer skills for planning and architecture and thorough understanding of project-based learning and the PBGR are all essential elements of the program as is alignment to CCSS and NGSS standards and PARCC readiness. The ELA and math courses are all aligned to the CCSS and

are guaranteed and viable in that they are designed at the national level, tested and refined before being released to the field.

In consultation with the online content provider the program of study may change or be altered as new courses come on online. Additionally, there is nothing that prevents a student who is on or ahead of pace from taking additional courses of their liking. Charette will have a site license and not buy courses a la carte. The ability to change courses due to new availability for the courseware distributor is one of the greatest advantages of blended learning. However, the core content classes which are subject to state-wide testing are fairly immutable.

It should be noticeable that there are no "urban planning and architecture" courses found in the program of study. While planning and architecture are themes, the primary concern of the school is skill acquisition in courses aligned to CCSS and PARCC for all students and across all grades. Working within a state graduation system and ramping up for state testing is a high priority. However, the place in the curriculum for work in the areas of planning and preservation come during charette period. That is the daily time when teachers and students are working on dramatic issues surrounding growth, sustainability, re-use and adaptive space and the policies and practices which shape the decisions which shape our world. During this time block a major focus will be on the integration of core academic learning with theme based real life problem solving.

IV (c). Learning Environment and Pedagogy

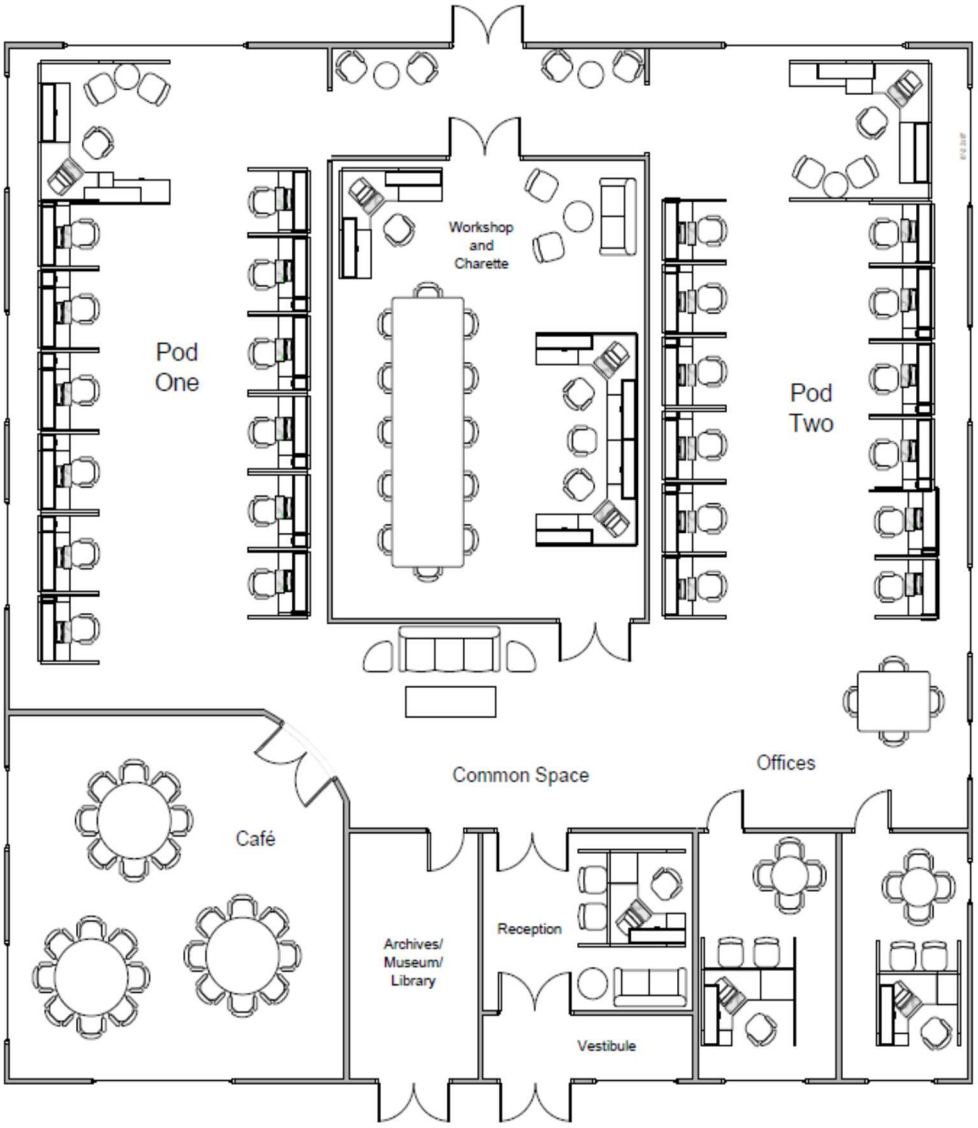
Charette is an immersive experience. Designed as Frederick Law Olmsted would design a park, Charette is a combination of "vista and refuge" with the desired result being spaces defined by a change of scenery, a change of pace and a change of purpose. Charette purposefully replicates adult work spaces which the students will inhabit when they are adults. In being a "future ready school" Charette presents itself differently and it will look like no other school in RI.

For purposes of demonstration a "mini" Charette facility has been designed for this application. The design does not pretend to be in any certain building or represent anything other than a template of what 25% of the physical plant layout would look like for the first year.

In proposing the Pod and Suite concept it should help to visualize how two Pods would share a suite or how two suites would form a team. This system is based on two principles, preserving a maximum 1:15 teacher to student ratio and enabling physical space to help control pace and proficiency, while still allowing for its flexible use.

Pods are groups of students who will potentially remain a cohesive group for four years. In actuality there will be inevitable shifts in roster members but the Pod is designed to be a unit unto itself with its own identity and team feel. Two Pods share a workshop or conference room for face to face teaching, remediation, group work and any one of four rotational styles.

Teachers travel from Pod to Pod in blocks or periods about an hour long. This way, every student sees structured time with every core content teacher every day. Depending on the need at that time a teacher may be meeting with the Pod in the lab or in the workshop.



To advance the personalized environment the scope of the spaces is kept small on purpose. The thinking not too long ago was that Individual rotation models required large spaces with classrooms on the periphery. Models like Carpe Diem and Village Green (to a lesser extent) have open spaces with lots of coming and going. The students travel to teachers and the pace of acceleration is either lagging, unbridled or haphazard. When the pace is completely individualized then some students work very slowly and have a five-year graduation pace. Some

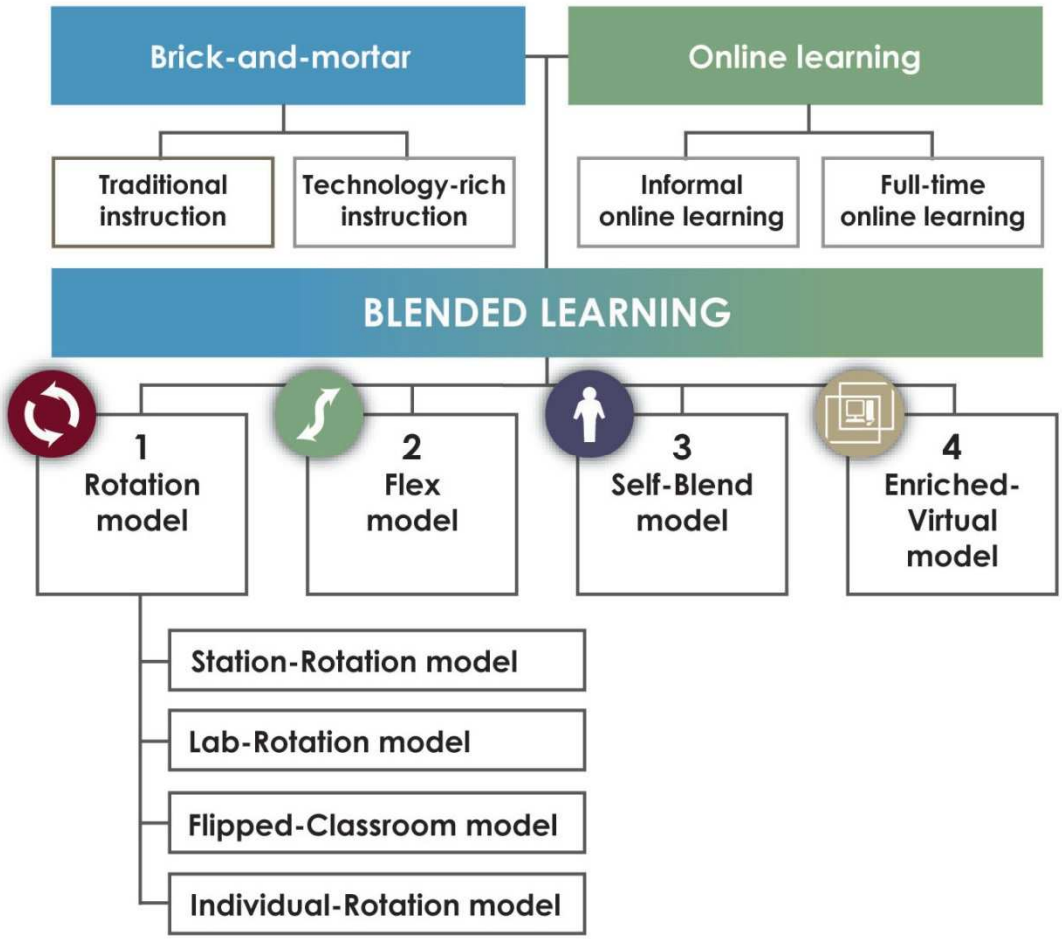
students accelerate their coursework and proficiency and approach graduation eligibility early … which is a good thing if the school then knows what to offer or how to transition a student who has finished early.

The student who has accelerated beyond the typical pace has had less teacher contact than their peers and this creates a concern with regard to retention of material or preparation for state-wide exams. Acceleration is a great thing if it is a school-wide ethos and it's managed but not unbridled. Lastly, most blended students fall into the haphazard category. Their pace in the subjects they like is rapid. Their pace in the subjects they do not like is slow. In a flex model, teachers are spending more time with students who have gaps in their learning or are trying to get students who are off pace to regain parity with their completion rate targets across all subjects. Unless acceleration is your mantra, doesn't it make sense to build systems which use teacher control of content and delivery of instruction to make sure students get the most from their online content?

Acceleration in certain parts of the curriculum is welcomed at Charette. Elective courses and foreign language have the advantage of time. If they can be completed early or over the summer, then all is well. Electives can be customized course by course and additional courses can be added to a student's dashboard at any time.

In sum, the Charette design is such that two Pods of students of 15 students each form a Suite and the two Suites form a team which has four core content teachers. Teachers rotate through the Pods every day to instruct and every student receives core content instruction every day in a face to face model without having to go through the machinations of re-grouping students because the pace of instruction is approximately the same. The difference between this and the traditional school paradigm is that the Pod model allows for the execution of all four rotational sub-models and that high quality digital content is the primary source of instruction with teacher led reinforcement of that content.

Innosight Institute set the template which has been replicated by others in the blended learning world and defined blended learning within four large domains; rotation, flex, self-blended and enriched virtual. The greatest variable between these models is the amount of time spent at the physical location. Rotation and flex required blended learning environments and self-blend and enriched virtual require access to the online content. The self-blend model is sometimes called the a la carte model. The figure below is well known in the blended learning world as Innosight's Blended-learning taxonomy (Staker, 2011).



At Charette, the physical layout allows the teacher to be in control of which modality within the rotational model they wish to employ at any given time. A group of students in one Pod could be in workshop using the laptops with teacher led "station-rotation," while the next block that same teacher is in the Pod using the lab-rotation model with all students working on the same lesson at the same time. During some blocks the core content teacher could be in workshop reviewing with the entire Pod the objectives and video lesson they have to do for the next time they meet (Flipped model). On an individual rotational model, a teacher could meet with students from both pods who are at the same lesson but maybe falling off pace. Sharing space in this way takes teacher communication but the 1:15 ratio is not violated. Basically, in the Pod and Suite model you can have it all … control of pace, acceleration when appropriate targeted instruction, batch instruction, flipped and individual.

The day at Charette is split into five distinct time frames which all have their unique purpose and help to vary the day. Each day starts with Advisory, followed by two hours of core academics and the mid-day block is for electives and lunch. Between 1:00 and 3:00 is another two hours of core content and then charette period ends the day.

Before the description of charette period there needs to be a discussion of the name and the school's themes. Charrette, or charette, is Old French for a cart used to transport drawings. As an architectural or design term, its modern meaning is actually a meeting where stakeholders engage in an intense period of problem solving in a design or planning activity. The term charette is widely used in urban planning and land use design. At Charette, the charette period is intended to be a method where students engage in deep contextual issues about the transformation of their world as a way to deeply inculcate 21st century skills as well as a method to form a community bond both inside and outside the school. Charette does not pretend that it is a school which teaches architecture, design or land use as its primary mission. An educational experience supporting the Common Core Sate Standards with a fully aligned, guaranteed and viable curriculum and complete PARCC readiness and a college prep program of study are Charette's primary goals. The Urban Planning and Preservation Arts (or Historic Preservation … they will be interchangeable depending on the person) theme is what galvanizes and humanizes the experience for kids in a very forward looking and professionally oriented technique. Let's look at some potential work going on in charette period and hear examples of how m-learning is bringing excitement at relevance to the students of Charette.

The Chief Planner has been putting together projects for the teachers to work on in charette period. It hasn't been a solo activity for the Chief Planner. As a matter of fact, without the planner's knowledge and skills, the teachers would have to be the inventors and implementers of charette content. The lesson plans the Chief Planner puts together for each Pod can be a customized project based on an interest of the Pod or a project that all Pods do eventually or perhaps simultaneously.

One 9th grade Pod just learned in RI History that Bristol, RI was once the state capital and that it is the only city or town in RI to be planned in a street pattern based on a grid system. This type of city planning is unique in RI and given the current trend in Urban Planning to help facilitate the growth of residential sections in cities the students are re-thinking the I 195 tract. Taking aerial maps and photos of the parcel the students are designing a new neighborhood in the empty sections. Using the colonial grid pattern as a scheme the students are inventing a neighborhood that is self-sustaining with all the fixtures and facets people need to live. Rather than just using the space for large scale buildings and parking structures the students are reimagining it as a colonial village in the 21st century. The deliverable will be brochure for the new development.

A Pod of older students have just finished a unit in Human Geography where they learned about suburban sprawl and the affect that the federal high-way system had on accelerating it. Because the interstate cuts through many of the cities where Charette students live they are now thinking about the effect the building of the highway had on present day RI. Questions like, "Why are there S curves in Pawtucket?" or "Why does South Providence get cut in two?" are now out on the table. Students in this Pod are looking at aerial photos from before the Interstate was built and trying to plan a new route, one that would connect Providence to Route 95 without carving up the South Side or have the Bridge placement in Pawtucket vary so as not to need the S curves. Maybe the planners of 1955 made the best decisions they could.

However, revisiting the situation through today's lenses may bring different results to the planning conversation. All sorts of options and ramifications would be examined with a series of new drawings emerging in an exhibition.

In the Charette neighborhood there is a street which is really used as an alley. It is ugly, full of dumpsters, poorly lit and unsafe. After visiting Fulton Street in Downtown the students are re-working the nasty alley into a pedestrian walkway. How do you rid if the dumpsters? How much is lighting for the area? What is the effect of shutting down traffic in the alley? All of these concerns would manifest themselves in a plan to rehabilitate the alley. Is it merely cleaned up and made safe or is it a good cityscape with plantings and outside spaces for people to rest? Doing the research about different dumpsters and what types of trees grow in sparse light may not be that exciting to some, but the students would really like to get their plans and sketches to City Hall and Down City design to see what they think of them!

An entire Suite is working on a grant application to Pop-up Prov. They have a dream of putting a visitor's waiting area and rest stop in front of the school's museum and gallery. Presently, the gallery space is celebrating the 20th anniversary of Providence Place Mall with a photo exhibit of before and after photos as well as original architectural renderings of the Water Place and Capital Center projects as well as an homage to RI retail with archival photos of Downtown Department stores as well as Midland and Warwick Malls. Their concept for the Pop-Up Prov grant is to create a "parklet" in front of the museum to act as an attraction for the museum and a place to rest. The parklet would take up two parking spaces and would have to be designed for easy removal and beauty and comfort.

Unfortunately, one Pod is not too engaged in charette period today. If Charette were open in 2015 a great example would be how students just returned from an excursion to the I 195 Commission open meeting to discuss the new baseball park downtown. Full of videos, photos and files to download the students are too busy unpacking their m-learning cache of data. The press conference sealed the deal on the new location for the baseball field and the students are split in their opinions. The students who are PawSox fans are actually mad about it! So what do they do? With their phones and tablets they have visited both the new site and the old McCoy Stadium. They have gathered information electronically out in the field, so now what? The m-learner takes that data and creates a film, a report, a billboard, brochure or future gallery showing. The m-learner uses the portable device as a tool and not a source of entertainment. The deliverable they create with the device is the informative entertainment. This elemental use, and philosophical posture towards portable devices in the school, is a game changer for what has emerged as the single biggest distractor for teens and adults alike.

The type of learning as sketched above serves to show the instructional techniques found at Charette. The majority of the time on task is related to core content mastery. However, the faculty and Planners use the theme of the school to produce amazing work of a socially engaged and conscious nature. Preparing for the future, while respecting the past, are universal themes which can help a school form a foundation of shared passion.

IV (d). Special Populations

Charette is committed to meeting the needs of all students and will provide the necessary support services to foster their social, emotional, and academic growth. All students will be held to the same high standards and high expectations and receive differentiated instruction within an inclusive school environment. As is common, the practices found within small charter schools often reduce the need for heavy infrastructure to service special populations. So often smaller and personalized schools, with caring adults and responsive settings, decrease the need for add on support services commonly found under the umbrella of "Special Education or specialized support services". A certified special education administrator will work to keep in compliance all IEPs and teachers certified in ELL and Special Education will service their students. Charette is committed to closing the achievement gap for each and every child, including each of our students in special education or with specific language needs within the framework of one proactive responsive educational system. Charette will provide students, teachers, and families the needed expertise and resources in the effort to meet all students' academic, social/emotional and behavioral needs. Under this system, the school is responsive to varying student needs, including those related to acquisition of a second language, overcoming the challenges related to a specific learning disability, significant emotional needs, or advanced learning capabilities, commonly referred to as "giftedness". As presented in the document, *Rhode Criteria and Guidance for the Identification of Specific Learning Disabilities* (2010), our collaborative and responsive system will include teaming/consultation opportunities through faculty collaboration and on-going review of student performance, parent/teacher conferences, on-going systematic review of individual student progress and of services for special populations, and a Problem-Solving/Intervention Team and Evaluation Team. This continuation of services will utilize and follow research-based best practice and legal guidelines for referral and evaluation for special education and related services.

Initial and on-going assessment, communication and collaboration with parents/guardians, TEAM review of IEP's and 504 plans provide essential data needed to develop appropriate educational plans that comply with state and federal regulations. Charette will consult with special education directors from other charter schools to develop a resource bank of specialized service providers, effective assessment tools and strategies, and delivery model of services to special populations that could be replicated at Charette. Parents of special population groups will have a strong voice at the Charette. They will sit on the school's board, its Local Advisory Committee, its School Improvement Team and its Parent Organization. As with all students, parents will be present for the development and evaluation of their child's Individual Learning Plan. The plan for a responsive general education classroom and provisions for students with diverse learning needs, students with disabilities, and ELLs is outlined below.

1. For struggling students:

"Struggling students" as a broad term will encompass all those students that are deemed by professional staff via team meetings to be significantly underperforming based on established behavioral or academic criteria. The proposed Head of School designed and served

as director of a Public Day School in Massachusetts in which all students were identified as "struggling students". In this role she had extensive experience in identifying and developing effective intervention strategies that promoted academic success. The Response to Intervention (RTI) approach, as defined by RIDE provides a "framework to increase student achievement and social and emotional competencies through prevention and intervention in general education" Charette will utilize the key components identified by the RTI Action Network to support the learning needs of all students:

- *High-quality, scientifically based classroom instruction*.

Tier 1 Core Instruction will be fully aligned to RIDE-adopted content standards: including Literacy, Common, Science, Social Studies GSEs, World Class Instructional Design and Assessment (WIDA), Rhode Island Comprehensive Literacy Plan.

- *Ongoing student assessment*.

As will be outlined in the Assessment section of this document, Charette utilizes extensive, ongoing assessment of student performance inherent with an e-learning curriculum, supported in individual and/or small group teacher facilitated learning groups. Progress monitoring will provide formative assessment data that will be used for identification of student learning needs. Those students identified as struggling will receive specific interventions which will be continuously assessed for effectiveness in addressing those needs.

- *Tiered instruction*.

Based on individual student need, instruction will be delivered to students at Charette along a continuum from high-quality classroom instruction, screening and group interventions (Tier 1), to targeted interventions (Tier 2), to intensive interventions and comprehensive evaluation (Tier 3).

- *Parent involvement*.

Parents are considered active partners in their child's education. At Charette each student will have a personal learning plan which will be developed and assessed on an ongoing basis with parents/guardians, where appropriate.

Charette will employ research-based strategies for promoting teaching and learning, notably those developed by the New Teacher Center. Kathleen Vespia, Head of School, recently completed two years of training in Instructional Mentoring offered by RIDE and will utilize the research based New Teacher Center tools to support instruction and student learning, including Analysis of Student Work which provides for the development of differentiated instructional strategies to address diverse learner needs

Charette will address the needs of students who may be struggling as the result their status as military connected students. While a faculty member at Salve Regina, Dr. Vespia served as the university liaison for with the Military Child Education Coalition, an organization that promotes greater understanding by educators of the needs of military connected students and families. She had the opportunity in the Spring, 2016, to attend a White House conference with Dr. Jill Biden and other professionals from across the United States to discuss current resources and strategies available to educators to better serve this population. Efforts will be made to identify military connected students who often face unique challenges that go undetected and unsupported in school settings. Teachers will be trained in the use of supportive strategies during professional development at the start of school and on an on-going basis via contact with the educational liaison from the US Navy War College.

2. For students learning English

All faculty and staff will promote and support a learning environment that is culturally and linguistically responsive to the needs of all students. During the first year, the Charette, staffing will include a properly certified ELL coordinator, knowledgeable of the Rhode Island *Regulations Governing the Education of English Language Learner* authorized by R.I.G.L. 16-54-2. The coordinator, as outlined in the RIDE regulations, will review all English Language Learners (ELL'S) identification and assessment data. This data shall include: 1) the student's English-proficiency level, 2) the student's literacy level in her or his native language or languages, 3) number of years the student has attended school , 4) continuity of the student's schooling, 5) student retention-information, 6) information on whether the student is receiving special education, whether the student may be in need of special education, or whether the student has a disability that affects his or her academic performance or limits his or her access to school facilities. The coordinator will advise the Head of School on reporting and program requirements as outlined in the above-mentioned Rhode Island regulations.

The Charette Mission Statement supports the language and intention of State regulations as stated, "to ensure that English Language Learners (ELLs) attain a level of proficiency in English and content knowledge that will permit them to 1) succeed in their school's general-education program, 2) meet state graduation-by-proficiency requirements, 3) be prepared for post-secondary education and work, and 4) become an essential asset to Rhode Island's economic and social well-being." Charette will actively recruit students with diverse language backgrounds. In seeking family interest, the Charette will provide outreach and recruitment materials in Spanish and other languages deemed appropriate for the community in keeping with the intent of the regulations to ensure that ELL's have access to a free, appropriate, public education equal to the education provided to all other students. Our efforts will support the goals of the regulations that ensure that programs for ELL's are 1) based on sound educational theory; 2) appropriately supported, with adequate and effective staff and resources, so that the program may reasonably be expected to be successful; and 3) periodically evaluated and revised to ensure the needs of students are addressed.

Charette will include a language lab utilizing Rosetta Stone software to support another major intention of the regulations which is to facilitate the preservation and development of the existing native language skills of English Language Learners. While all classes will be taught primarily in English, Charette will recruit bi-lingual staff and faculty to support the learning of ELL's and encourage peer support and use of native language, when warranted. All Charette faculty and staff will embrace and support the linguistic and cultural background of all students. Special "conversation groups" will be encouraged in an after school program, providing opportunities to both English and non-English speaking students and families to expand their language capabilities. For example, those students and faculty studying Spanish will be encouraged to join in "conversation groups" with native Spanish speakers. These opportunities will allow ELL's to share their talents and skills with others. University students studying a World Language or training to become World Language teachers, will be recruited to volunteer in the effort to develop these groups. A goal of these efforts is to promote and support a culture of multilingualism. Congruent with these regulations, Charette will follow the Rhode Island Department of Education's process to identify English Language Learners (ELL's) and student language and academic proficiency will be measured regularly. Faculty will evaluate each student's performance in academic content areas to measure the student's progress in core subjects, mindful of language proficiency needs of ELL's. Appropriately trained faculty will administer the W-Apt (WIDA ACCESS placement test) an assessment tool, as required by RIDE to assess ELL students. WIDA Access Placement Tests will be used to determine ELL needs and supports. All teachers will be familiar with WIDA (World Class Instructional Design) Standards and "Can Do" Descriptors for collaborative planning. We embrace the WIDA philosophy that "Together, by focusing on what our ELLs CAN DO, we can send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds enrich our schools and communities". Charette will follow RIDE's process for identifying students who are as ELL's by conducting home language questionnaires to determine needs in the area of English proficiency. We will make every effort to conduct an informal interview using faculty and staff and university interns with non-English speaking families to acquire knowledge of student language needs.

Charette will employ, whenever possible, a "collaborative, integrated approach to ELL services" developed by Honigsfeld and Dove (2010). This approach emphasizes the importance of knowing critical information regarding each ELL including: languages spoken, nature of immigration, educational and cultural background, family situation and personal interests, abilities and health. Both informal and formal collaborative practices by ELL and general-education teachers will be employed including joint planning, instruction, and assessment. The ELL specialist will support the regular education faculty and staff to develop instructional modifications to support the learning of ELL's. The greatest challenge to a collaborative approach is time and this issue is addressed by the Charette professional development time, and collaborative planning. Working with local universities, we will keep abreast of research-based strategies that have demonstrated effectiveness in promoting learning for ELL's. A characteristic of high quality digital content that Charette possesses and most values is text to speech translation in numerous languages. So for example, students receive support in their

native language and developing language through translation tools embedded in the high quality curriculum.

As noted above, Charette will conduct home language questionnaires, informal interviews in the student's native language and in English, as well as a language proficiency assessment. ELL's will be supported by a structured English Language Immersion program and the school's philosophy of active literacy involving reading, writing, listening, and speaking in every content area, including math and science. This approach is supported by the Common Core Standards which promotes literacy across all disciplines. Every member of our teaching and learning team will receive professional development training on techniques in detecting English language deficiencies and developing and implementing strategies to support Ells. Supports might involve pull-out opportunities for guided reading or one-to-one tutoring. All staff and faculty will support all students and their families in their efforts to develop English proficiency. Language objectives and supportive strategies will be incorporated into instruction in all curricular and extracurricular activities.

Once the school is operating, Charette will work with parents to create a parents' group, which will encourage parents build relationships and foster community engagement, bridging home and school communities for all families with diverse language backgrounds. As valued members of the Charette school culture, we hope parents of students learning English will be front-line supporters of excellence in public education. We recognize the potential for enthusiastic families to attract prospective families by sharing their satisfaction. It has long been recognized that parents of students in vibrant learning communities, in particular highly effective charter schools, are ambassadors, trumpeting the advantages of choosing their school for their child. Charette will do whatever it takes to be such a school.

During the first five years and beyond, we will employ the needed faculty and staff to support needed to meet his or her literacy needs. At Charette, we will strive to close that achievement gap that exist between many students learning English and native English speaking students.

3. For students with disabilities

Charette will deliver special education services within an inclusion environment. During the first year, we will employ a part-time special education coordinator who will be fully knowledgeable of Rhode Island Regulations Governing the Education of Children with Disabilities (effective, 2010). As outlined in these regulations we are committed to ensuring that 1) all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; 2) the rights of children with disabilities and their parents are protected; and 3) assessment that will monitor the effectiveness of efforts to educate children with disabilities. The special education coordinator will oversee Charette's compliance with these regulations and will case manage and help implement each IEP. We will employ licensed special education teachers to deliver

specially designed instruction to students with special needs. As state certification requires, all special education teachers will be dual-licensed in their content area and special education. Experienced para-professionals will be essential as well and hired, as needed. During the first five years and beyond, we will employ the needed faculty and staff to remain in compliance with special education regulations, and more importantly, provide each child with the support needed to meet his or her needs. Salary details are outlined in the proposed budget.

Teachers will be informed of their responsibilities for addressing the needs of all students and will implement any modifications or accommodations in accordance with IEPs, and 504 plans. Students receiving special education services will participate in all required state-wide assessments, receiving appropriate accommodations as outlined in their IEP's. Special education progress reports will be provided on a quarterly basis with the school report cards. Outside the classroom, tutoring, counseling, physical, occupational, speech and language therapy services will be provided (by specially contracted professionals) for those with special needs. All faculty and staff will acquire training and demonstrate an in-depth understanding of Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) which base decisions on benchmark and progress monitoring data to improve student achievement. Professional development will be given to all staff in special education related areas such as but not limited to Autism, ADHD, and specific learning, behavioral and emotional disabilities. We recognize that a wide range of children with learning and neurological concerns may be attending our school at various grade levels. All our teachers will receive the appropriate training to meet their students' needs for differentiated instruction. As with our collaborative model for addressing the needs of ELL's, both regular education and special education staff will work together as part of intervention teams. Charette's program—smaller class sizes, intensive focus on developing mastery of core skills, data-driven instructional decisions, and interventions in reading, math, science, and writing—is based on both a special education inclusion and a Response to Intervention (RTI) model. Some students will experience success in a full inclusion setting while others may need additional supports along the special education continuum, including but not limited to speech therapy, occupational therapy, social work, and paraprofessional support. Additional supports/practices may include assistive technology devices, behavior intervention plans, instructional adaptations, curriculum modifications, and adaptive physical education. We will train all teachers on the IEP process and give each teacher a copy of their student's IEP. At the beginning of each year, the IEP's will be reviewed by the special education administrator with the appropriate teachers all other service providers who will be in contact with special education students. Individual student needs will determine the nature of interventions along a continuum with more intensive interventions provided by highly qualified professionals as determined through progress monitoring. As noted, some students may need small group or individual specialized support based on their specific learning needs. To further expand the circle of support, Charette will develop meaningful partnerships with Providence community organizations that work with children who have special needs.

We will honor each Charette written IEP as a promise to the family to deliver a free and appropriate public education (FAPE) for all students. We will work closely with parents of

special education students to ensure high quality services for our students. We will also ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals. Parents will be encouraged to attend parent-teacher conferences, committee meetings and, IEP meetings. Home visits will also be available to support students and their families. In accordance with the Individuals with Disabilities Education Act (IDEA), we will educate students with disabilities to the fullest extent possible in the least restrictive environment with their non-disabled peers. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), we will not discriminate against any student who is identified or suspected of having a disability in the admission or enrollment process. Likewise, we will fully comply with additional regulations and policies of the State of Rhode Island and any other civil rights enforced by the US Department of Education Office of Civil Rights (OCR). Students with disabilities at Charette will receive notices, participate in, and receive credit for non-academic, extracurricular, and ancillary programs to the fullest extent as their non-disabled peers. Charette is committed to ensuring that our students in special education make dramatic academic, independence, and self-advocacy gains.

4. For gifted or advanced students:

Effective teachers consider all students gifted and talented; however, we recognize that some students demonstrate exceptional advanced abilities that differ from others of their age and experience. We are committed to providing for all students differentiated instruction, in which teachers use an array of teaching strategies to respond to the individual learning needs of each student. The nature of e-learning, m-learning, student driven learning, allows for constantly changing, innovative opportunities for students to stretch their learning as far as their imaginations and actions can take them and accelerate, independently. The daily monitoring of academic performance and, more important teacher's in-depth knowledge of learning styles, interests and needs of each student will allow for individualized and differentiated design and evaluation of learning performance. The *Analysis of Student Work* (ASW) tool developed by the New Teacher's Center will be tool used continuously to guide instruction for groups and individuals. As a currently trained Induction Coach through RIDE and school psychologist, the Head of School will be able to provide valuable resourcing to teachers in addressing the needs of this important and often neglected group of gifted students. At Charette all students will be encouraged and supported in pursing their personal areas of inquiry and curiosity. Multiple platforms for learning provide support for the important multiple intelligence work of Harold Gardner and our understanding of learning theory that recognizes the critical importance of self-directed learning and student empowerment. While the list of personalized learning opportunities is endless, we envision students tapping into ever changing technology tools and courses offered on-line. This list would include: MIT Open Course Ware or SCRATCH program, MOOCs, art initiatives which receive tremendous support in the City of Providence through the mayor's office, AS220, RISD, Roger Williams School of Architecture and the urban problem solving opportunities supported by programs such as DownCity Design. Charette will assist students in seeking mentors that can support their passion for a creative

and inquiry-based path to learning and will empower students to seek out such experiences within the school, local, and global community.

IV (e). Assessment System

The assessment system at Charette moves from the granular to the state-wide. Courseware, or instructional management systems (like Edgenuity, Edmentum, Dreambox or Apex), all gather student data by the boatload. The Edgenuity system can determine student idle time during a lesson. Feedback on student proficiency is instantaneous and teachers must carry tablets to keep up during the day. In fact, so much data is produced the hardest thing to do is decide which pieces of data tell you the most effective way to remediate skills gaps. At Charette, a few of the questions that our short cycle assessment data from the courseware will attempt answer are:

On a Pod, Suite or Team basis what are the percentage of students who are moving towards being on pace in course completion vs. percent of the school year completed? In other words, what percentage of students are on pace and what are the amounts of deviation in either direction? Over time is a gap between completion rates within a Pod, suite or team closing or widening? This metric goes straight at the ability of the teacher to manage students in the online environment.

What are the numbers or instances of test re-takes? If there are a high number of test re-takes then students are missing out on critical information in their online lessons. Is this a management issue within the lab or do the teachers need to remediate or re-teach lessons in workshop with better targeting?

Are students gaining in skill development over time? In a system like Edgenuity the student's actual grades can appear to be terrific when their overall performance is not. In a proficiency based system every student works toward a level of mastery (usually 70% or higher) and then moves to the next lesson or unit. If a student should be 50% of the way through the curriculum but is only on a 25% pace, then they are woefully behind. However, in the modules they have completed their proficiency rate could be 95% and their "grade" would be awesome! For this reason, it is even more important to have a secondary and longitudinal assessment which measure academic progress over time. When a student's pace can be an impediment to gauging progress it is useful to have a metric which determines skill growth. Learning may be happening in spite of a slow pace. NWEA's MAP test in math reasoning, math computation, reading comprehension and language usage will allow Charette to track growth over time.

Assessment at Charette will come from the short cycle and daily courseware data, the twice per year NWEA assessment, the once yearly PARCC assessment, the Pearson Certiport assessment and the state-wide science assessment in which Charette will attempt to customize the school's offerings to the NGSS standards by urging courseware developers to redistribute the Earth and Space standards.

A general rule of thumb is that the faster the data streams the more likely it will flow into a teacher's hand. Short cycle student data will be used by teachers on a daily basis to adjust student learning strategies. This may sound cliché, but it is absolutely true in the blended environment. A teacher can be giving a student a remediation lesson within minutes of finding out he or she did not score proficiently on a quiz. Mini-tutorials, given on the spur of the moment and which have been triggered by an alert sent to a teacher's tablet about a student's performance are frequent, routine, commonplace and go nearly unnoticed at VGV. It can be that stealthy.

On the other hand, the arrival of the state-wide test score results is a heart stopping and newsworthy event. Larger data sets will be used by the entire school structure to improve and adjust. NWEA data will be used to inform Personal Literacy Plans (PLP) and general Lexile adjustments to courseware. Overall Pod, Suite and team trends can be spotted through NWEA. PARCC data will be used to inform major curricular shifts and the need to develop certain Student Learning Outcomes in response to the macro test's results.

Any courseware or assessment product the school may purchase would be a nationally recognized product which has been fully tested and served a large number of students over a protracted period of time. National Standards for Quality On-line Courses have been developed by iNACOL and in the spring of 2017 there will be an open process to determine the best courseware available at the time.

IV (f) Promotion and Graduation Policy

In the proficiency based world, where time is a variable and not a constant, the notion of retention is archaic. Charette's requirement is that every student completes to proficiency. 100% of the curriculum as designed and/or customized no matter how long it takes. In blended learning model schools, it is often remarked how the teacher's job becomes more critical, even harder. This is true because the art of teaching now requires that teachers, in an individually based and differentiated system, keep students on pace to finish at approximately the end of the year. If students finish early then all sorts of options open up. If they finish late, then, they finish late. Depending on their level of completion, the student may or may not find himself or herself in a new Pod. Teachers may or may not find themselves with more preparations. These are the risks inherent in blended models where not everyone is expected to move at the same rate. No one is retained; they still just have work to do. The curriculum is open 24/7/365 with a helpdesk running all summer long for support, the review of work and to unlock assessments.

Charette's school specific graduation requirements mirror the state requirements and revisions will be made if changes if needed in light of impending secondary graduation regulations. There are twenty credits in core and elective courses needed and a requirement of capstone and portfolio as part of the PBGR program. Distinction or graduation honors will be reserved for students who become certified Users of Autodesk AutoCAD or who successfully complete three years of a foreign language.

The school's handbook will inform parents of the school's graduation requirements. The board, when composed, will have to decide on any assessment related graduation stipulations for Charette's first graduating class, in 2022. The timing of the capstone project and portfolio exhibition in the fall of the senior year gives ample time to remedy any issues connected with PBGR. However, Charette is not designed to be an intentional three-year graduation school as VGV is.

IV (g). School Culture

As career educators, Charette's school leaders have extensive experience and knowledge of school culture that leads to student success - the attainment of predetermined, measurable goals. Success for Charette is defined as achievement of the outcomes identified in both our aspirational and quantifiable mission statements stated in Section I. As Harry and Rosemary Wong (2009) acknowledge, an effective school culture is determined and demonstrated by the shared beliefs (what really matters) and practices of a school. Culture becomes the school's personality, what it thinks and how it behaves.

What are the key beliefs and practices that will establish an effective school culture at Charette that will optimize student learning? In other words, what really matters? We have identified 5 beliefs that matter and will be central to developing a highly effective school culture. They are listed below followed by the practices that we will employ to make them transparent and develop as shared beliefs.

Belief #1: A Professional Learning Community (PLC) Matters

Practices: When people think of great teams they were on that accomplished great things, certain key components come to mind: shared vision, values and goals, meaningful collaboration, communication and problem-solving, trial and error, reflection, an action plan, and on-going evaluation of performance. These have been well researched components of effective Professional Learning Communities (DuFour, Dufour, Eaker, & Karhanek, 2004, Dufour & Fullan, 2013) that will be practiced at Charette. Having created PLCs in prior successful schools, as measured by student achievement, i.e., skill development and graduation, the authors will make every effort to guarantee the success of a PLC at Charette.

The first step of creating a culture of shared beliefs will begin during the hiring process where we will assemble a team of individuals with a shared focus on the learning of all students, a commitment to support the learning of all involved, and a focus on assessment, performance outcomes and program improvement. Keeping that team energized and on course requires effective communication and quality leadership. Both authors of the Charette design have demonstrated leadership skills in maintaining effective PLCs in prior settings. That experience will enhance the potential for success at Charette. Research reported in *How the World's Most Improved Schools Systems Keeping Getting Better* (Mourshed, Chijioke, & Barber, 2010) indicated that sustained improvement is optimized with collaborative practice and peer-

led and supported decision making. This finding is not surprising to the authors of this proposal; it is the essential work of a PLC and will be the work Charette.

Belief # 2: Relationships Matter

Practices: Anyone who has worked effectively in a high school has no doubt that the words of Theodore Roosevelt ring true in establishing meaningful relationship with students, "People don't care how much you know until they know how much you care". Meeting the needs of others, however, extends beyond just student-teacher relationships. At Charette, a healthy and productive culture will be established through the serious and sustained effort to meet the needs of all those involved with this organization, including parents/guardians, faculty, staff, community partners, and all stakeholders that form Charette's learning community.

As a nationally certified trainer in Process Communication for Educators©(PEM), Dr. Vespia will provide professional development in this value tool for understanding the needs of research-based personality types and communicating in a manner that minimizes communication problems and maximizes positive, trusting working relationships. The Process Communication Model has been used by NASA, schools, and hospitals in the US and internationally to promote positive working relationships (J. Pauley et al., 2002) and serves as one of foundational pillars of the innovative school developed by Susy Amis Cameron and Rebecca Cameron in Calabasas, CA, with whom Dr. Vespia has consulted. In their program, all members of the school community are trained in PEM. She is currently working with Dr. Michael Gilbert, Professor Emeritis of Educational Leadership at the University of Central Michigan to explore research involving a pilot program using PEM training for students.

A misperception often exists that teachers play a diminished role in an e-learning environment. Through his experience at VGV, Dr. Pilkington has observed from day one that the rapport between teens and adults improves in blended environments because the nature of student empowerment, and the use of courseware, significantly changes the interpersonal dynamic. Primarily, the student has a significant increase in control of their dashboard that contains their courseware data. Certain courses are self-paced and feedback is immediate. In the blended environment, teachers are not the sole "grader" of student work as proficiency is determined primarily by the courseware. Teachers are truly "data analysts and skill gap interventionists" and transition to become coaches and facilitators. No student is doing work for "Mr. or Ms. Smith or Jones." Students are working on their skills with the help of teachers and not with the criticism of teachers. This tremendous shift in traditional roles and patterns leads to a wonderful increase of collegiality and partnership between teacher and student. The teachers hired for Charette will demonstrate the knowledge, skills, and most important, the dispositions that will be needed to address the learning needs of an academically, socially, and culturally diverse student population.

To reach the achievement goals that we have set for Charette we must function as a true "learning community" which requires that we establish and maintain trusting

relationships. As cited by Dufour and Fullan in *Cultures Built to Last* (2013), Anthony Bryk and his colleagues (Bryk, Allensworth, Sebring, Luppescu, and Easton, 2010) identified four keys to a trusting environment:

1. Social respect – People genuinely listen to what others are saying.
2. Personal regard – People believe that others truly care about them and their well-being.
3. Role competence – People believe that their colleagues have the knowledge and skills to deliver on their intentions and promises.
4. Personal integrity – People believe colleagues will keep their word because they walk the talk.

The authors have demonstrated the leadership ability to establish successful school environments that fostered meaningful trusting relationships and promoted student learning. They are committed to address the four keys identified above to develop and maintain those same relationships at Charette and foster the growth of the organization and all involved. Actions that will be taken in this respect include:

- Creating a welcoming environment through what we say and do when people visit, call or become enrolled.
- Taking steps to meet the needs of all faculty, staff, students and families, such as, providing training in the Process Communication Model©, a research based model used effectively in business, by NASA, hospitals, and schools to promote meaningful communication, effective leadership, and trusting relationships (Pauley and Pauley, 2009). The Head of School is a nationally certified trainer of PCM.
- Fostering a culturally and linguistically responsive school environment which recognizes and respects the individual gifts that all members bring to the Charette community supported by involvement of families in school activities.
- Recognizing the importance of fun for fostering productive working relationships, a finding based on brain research (Willis, 2007) and our professional experience.
- Empowering students to make the choices that contribute to their social, emotional and academic growth.
- Replicating best practices, such as Choice Words and the Helping Curriculum developed by D. Fisher and N. Frey at the distinguished Heath & Science Middle School in San Diego, CA. (2015)

Belief # 3: Safety and school management matters

Practices: As will be discussed in Section IX. Operations, the school will have a school safety plan which conforms to the best practices as put forth by the Rhode Island Emergency Management Agency (RIEMA) in its toolkit for schools. Above and beyond that, the school will have security measures in place at the school that will help to promote a safe and orderly environment. First, the reception area will be a buffer between the school's entrance and the interior of the school. As at school's like Village Green Virtual, access control will be through the school's computer system and there will be a running record of all individuals in the building.

Access control with each student's ID card enables everything from attendance and early dismissal management to real time data on the number of occupants within the facility. ID cards are worn, or on the person, of each school community member. Additionally, numerous cameras will be positioned around the campus and linked through the school's server will be 30-day DVR storage as well as the ability to observe remotely in real time and recorded. We consider the above measures to be important.

Charette gives assurance that it will have a student handbook where expectations and rules are explicit. Within that student handbook will be provisions protecting student due process rights as well as FERPA rights. The handbook will be finalized before the school commences, however, it is prudent to first have board, faculty and family input prior to its publication. The student handbook will be written within the guidelines and in compliance with federal, state and local laws. The Special Educator Director will oversee compliance with regulations pertaining to discipline issues for students with Special Needs by ensuring that that due process and manifest determinations are made in advance of any disciplinary consequences.

We consider the above measures to be important. However, from experience the authors recognize that effective school management and safety relies on meaningful, trusting relationships among all the stakeholders that occupy a school. When people care about each other, they will care about their shared space. When students are engaged in their learning and see their classmates, educators and their school as valued resources, they will play an active role in maintaining the well-being of those resources (Wong & Wong, 2009). Teachers will be required to present to students during the first days of school, a well-developed classroom management plan, aligned with an overall school management plan, that outlines behavioral norms/expectations, procedures, consequences for misbehavior, and grading practices. Charette's school management plan will include preventative, supportive and corrective strategies. For example, students will be informed and have opportunities to practice established procedures, parents and school staff will collaboratively address student needs, and consequences for school infractions will be addressed in a fair and educative manner. Students will play an active role in the development of classroom norms. As noted above, comprehensive discipline policy will comply with all federal, state and local laws and regulations, both in terms of the general discipline policy and special education discipline policy. Dr. Robert Pilkington has extensive experience in this respect and the policies that he has established in prior charter school settings, and currently at Village Green Virtual Charter School, will serve as valuable guides for Charette.

Charette will employ Restorative Practices, a researched-based effective educative and proactive approach to discipline. This approach will support our school culture, which emphasizes the development of personal agency and high expectations, strong supportive relationships and sense of community. We will take this educative approach to discipline and provide professional development and support in implementing Restorative Practices to all faculty and staff involved in the Charette community.

The school will not have a uniform policy. The dress code will be "business casual" with no requirement for any special type of uniform. Students will be asked to dress neatly and any wardrobe items that may disrupt the school environment or be objectionable (alcohol, drugs, weapons, violence, intolerance, suggestiveness, etc.) will be forbidden. We purposefully will not be a financial burden to families; however, Charette also sees that a parent can be of great assistance to their child by purchasing clothes for them that can be worn at school. The rationale behind a "business casual" look is that it promotes a form of professionalism which would be found in a planning of architect's office.

Belief # 4: High expectations and high standards matter.

Practices: A story is relevant here. At her prior high school an alternative school for underperforming students with behavior challenges, Kathleen Vespia, as director, wanted to demonstrate to the students that if you put your mind to it, you could achieve great things. In doing so, she supported the school counselor's amazing effort to win the first ever North Pole Marathon. Training took place in the ice cream freezer of Bliss Brothers Dairy with students assisting in this "frozen" treadmill training. The school flag hangs in the program, the Network that was placed at finish line by the counselor who won the race. Her doctoral research indicated that such efforts paid off as evidenced by high graduation rates and the passing of Massachusetts Comprehensive Assessment System (MCAS) tests.

Robert Pilkington communicated that same level of high standards and high expectations as demonstrated by the exceptional achievement performance at Beacon Charter while under his leadership and sustained thereafter. Both school leaders believe in the value of high standards for learning and each student's capacity to achieve those standards. Practices to support these beliefs will include: exposure to a rigorous online curriculum, on-going formative and summative assessment, goal setting, differentiated instruction, use research-based effective teaching strategies, including, analysis of student work (ASW), and academic, social and emotional support. Teachers will be hired that communicate a growth mindset and a teaching philosophy that supports high standards and high expectations. Students at Charette will continuously receive key messages developed by (Saphier, Haley-Speca, & Gower, 2008) that support high expectations and the achievement of high standards:

- ✓ This is important (*we add,* and relevant*).*
- ✓ You can do it, with effective effort.
- ✓ I won't give up on you.

Belief # 5: Recognition Matters

Practices: Doug Fisher and Nancy Frey (2015) have played key roles in the success of a distinguished Health Sciences Middle and High School in San Diego. They ask two important questions of their staff on a continuous basis: 1. What can I do to support you in your efforts to promote student learning, and second, who in this school deserves recognition for the work they are doing with students? We intend to copy this effective practice for recognizing the

critical role that our faculty and staff will play in the success of a school and more importantly, supporting them in this role. As members of our professional learning community, their voice is vital to the success of Charette, as measured by student achievement and satisfaction, and will be recognized.

In addition to familiar forms of positive student recognition which we know from learning theory reinforces behavior, at Charette we intend to explore more fully the world of digital badges and incorporate, where appropriate, this widely recognized system for verifying skills, interests and achievements (Badge Alliance, 2015). We will recognize and celebrate family involvement in school activities, including the development of individual learning plans, volunteer work, and supporting student learning.

V. Personnel

V (a). Establishing Persons or Entities

The mission of the DaVinci Center for Community Progress as stated on davincicenter.org is, "To improve the quality of life for the residents of the North End of Providence by providing, or helping to bring about, a broad array of quality services and neighborhood improvement projects that respond to the needs of the community." For over forty years the DaVinci Center has offered programs to Providence residents in GED instruction, counseling and "ticket to work" programs, services by visiting nurses, health care screenings, numerous programs for senior citizens and community development programs designed to improve the physical aspects of the North End. As a 501c3 organization whose primary purpose is not that of operating a school, but a venerable Community Based Organization (CBO) whose mission is to help plan for the future of Providence while respecting its past, the DaVinci Center for Community Progress made a compatible not for profit sponsor.

Other than mutual friendship and respect there are no affiliations of family, organization, membership on a board or any other formal relationship such as prior or current business dealings or contracts for service between the planners of Charette and the DaVinci Center for Community Progress.

The DaVinci Center has a dedicated position on the Charette board and it is hoped that John DeLuca, Executive Director of the DaVinci Center, will fill that spot. It is also a dual goal of the DaVinci center and Charette that students and faculty use planning and preservation issues of the North End a part of charette studies and deliverables.

V(b). Applicant Group

The Charette applicant group is comprised of three individuals.

Primary motivator behind the project is Robert Pilkington, Ed.D. who currently serves as the Superintendent of the Village Green Virtual Charter School in Providence. Please see resume attached.

Kathleen Vespia, Ed.D., is the former Chair of the Education Department at Salve Regina University in Newport, RI. Dr. Vespia has wide experience program and team development and was designer and Head of School at the Network, an alternative school in Attleboro, Ma. Please see her resume attached.

John DeLuca is best described as the Dean of Providence Community Center Executive Directors. With close to forty years of service to Providence residents through the community center system, John has won numerous accolades and affections from the generations of Providencians. Please see his resume attached.

The applicant group contains two friends of Dr. Pilkington's. John DeLuca, as Executive Director of a compatible not-for-profit, was gracious enough to hear the concept out and make a pitch to his board for support for their sponsorship. Knowing that the project needed leadership beyond his current capacity as an individual and professional, Dr. Vespia (who was a cohort member in the JWU Doctoral Program with Dr. Pilkington) was approached about the opportunity to be Head of School of an exciting new charter school. Fortunately, both friends see promise in the concept and desire to see it come to fruition.

The proposal writing was primarily done by Dr. Pilkington with Dr. Vespia contributing the sections on special populations, community relations, goal development and a research-based alignment with the guiding principles and their direct or resulting actions. Dr. Pilkington put the project together but it was Dr. Vespia's adding of detail, proofreading, editing, citation formatting and last minute efforts that pulled the project together.

V(c). Board Development and Duties

The Charette Board of Trustees gives its assurance that it will comply with all applicable laws and regulations.

Board members, except for parents, will be mostly colleagues and fellow professionals in some capacity either past or present of the founding group. All members of the founding group have a circle of professional colleagues of whom they can draw on for potential membership on the board. Once the word is really out about the project (news articles, word of mouth) hopefully professionals from the Planning and Architectural fields will want to volunteer in some capacity.

Potential board members will have to fill out an application for membership, agree to sign the board's conflict of interest statement, agree to attend meetings and volunteer for sub-committee work and present their current resume and social security number.

However, before considering board membership each potential board member should know that they will be investigated for Medicaid fraud by the RI Department of Human Services (DHS) and have to divulge their social security numbers to the school and RI DHS, enroll with the RI Ethics Commission and be subject to sanction if responses are not timely and also have their name publicly listed in school and RIDE records. For a person who does not seek notoriety, a contemporary charter school board provides no refuge in exchange for service. For reasons of school success, the board will be populated with the correct mix of individual skills and talents.

The board will have nine members and their constituencies and pluralities are listed below.

Constituency on the Board	Number of Seats	Members Identified
DaVinci Center	1	John DeLuca or proxy
Parents	3	Vacant
Education or Non-profit Sector	3	Jill Holloway Dr. Richard Solomon Lenora Goodwin
Professional Planners or Architects	2	Keith Bloomer Frank Prosnitz

The board will have four officer positions per its by-laws.

Board Officer position	Constituencies available for Officership	Filled or Vacant
President	All	Vacant
Vice-president	All	Vacant
Secretary	All	Vacant
Treasurer	All	Vacant

At this early stage there are no, nor will there be, affiliations between the board and any management providers, contractors or consultants who may provide services to the school. One cannot assure that board members will not know "each other" prior to board membership but this does not denote affiliation or conflict of interest.

The board will oversee academic performance by detailed reports by the Head of School at each board meeting.

The board will oversee school finances through detailed reports from the CPA at each board meeting.

Dr. Kathleen Vespia will be the Head of School and the board will approve her contract at their first meeting.

The board will hold school leaders accountable through an evaluation process modeled after the Interstate School Leaders Licensure Consortium or ISLLC Standards.

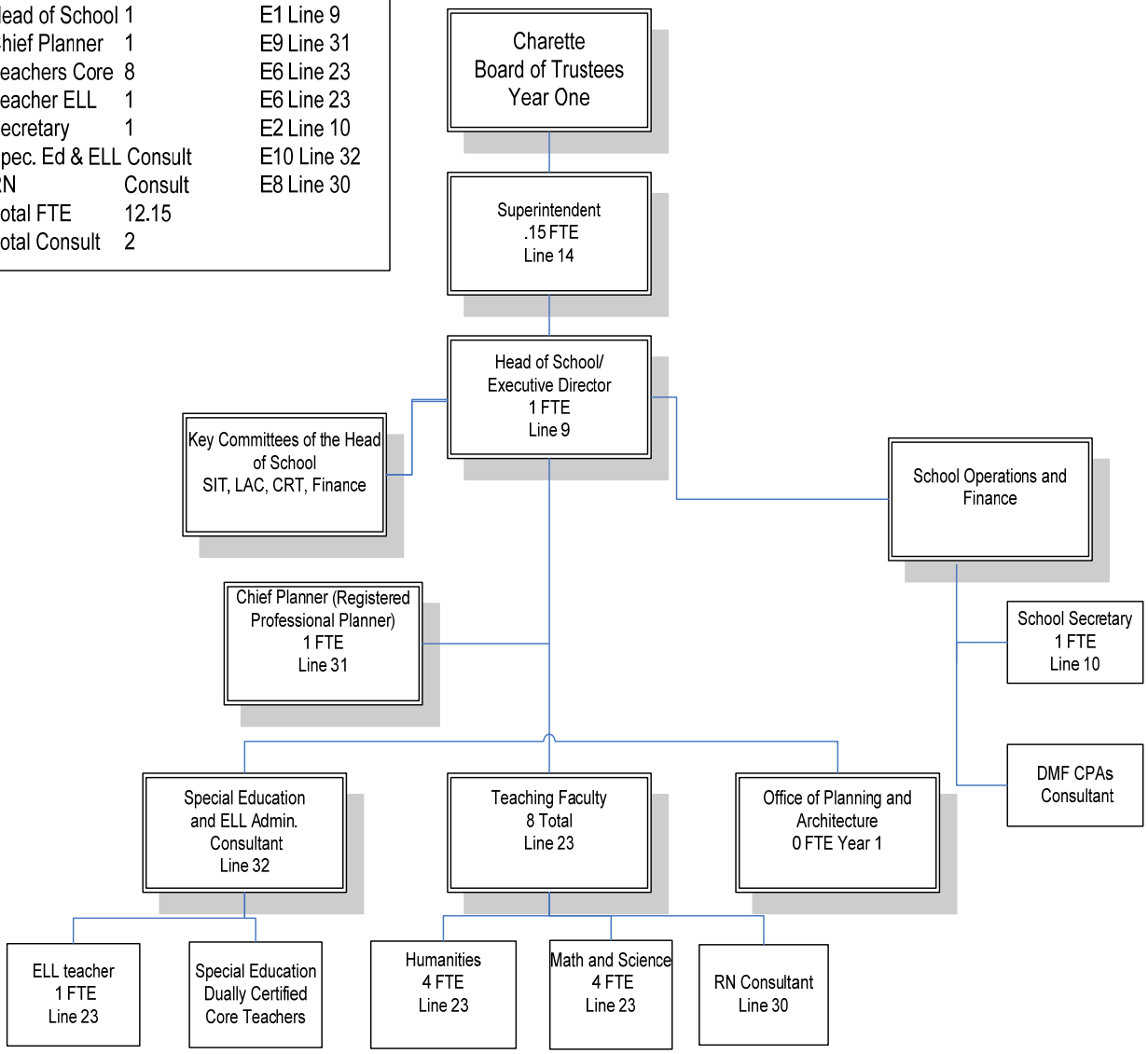
Rhode Island Charter law stipulates that decisions of a charter school board are directly appealable to the Commissioner of Education. Additionally, under RI charter school law a parent's right to interim protective orders cannot be waived or varied.

V(d). Staffing Plans

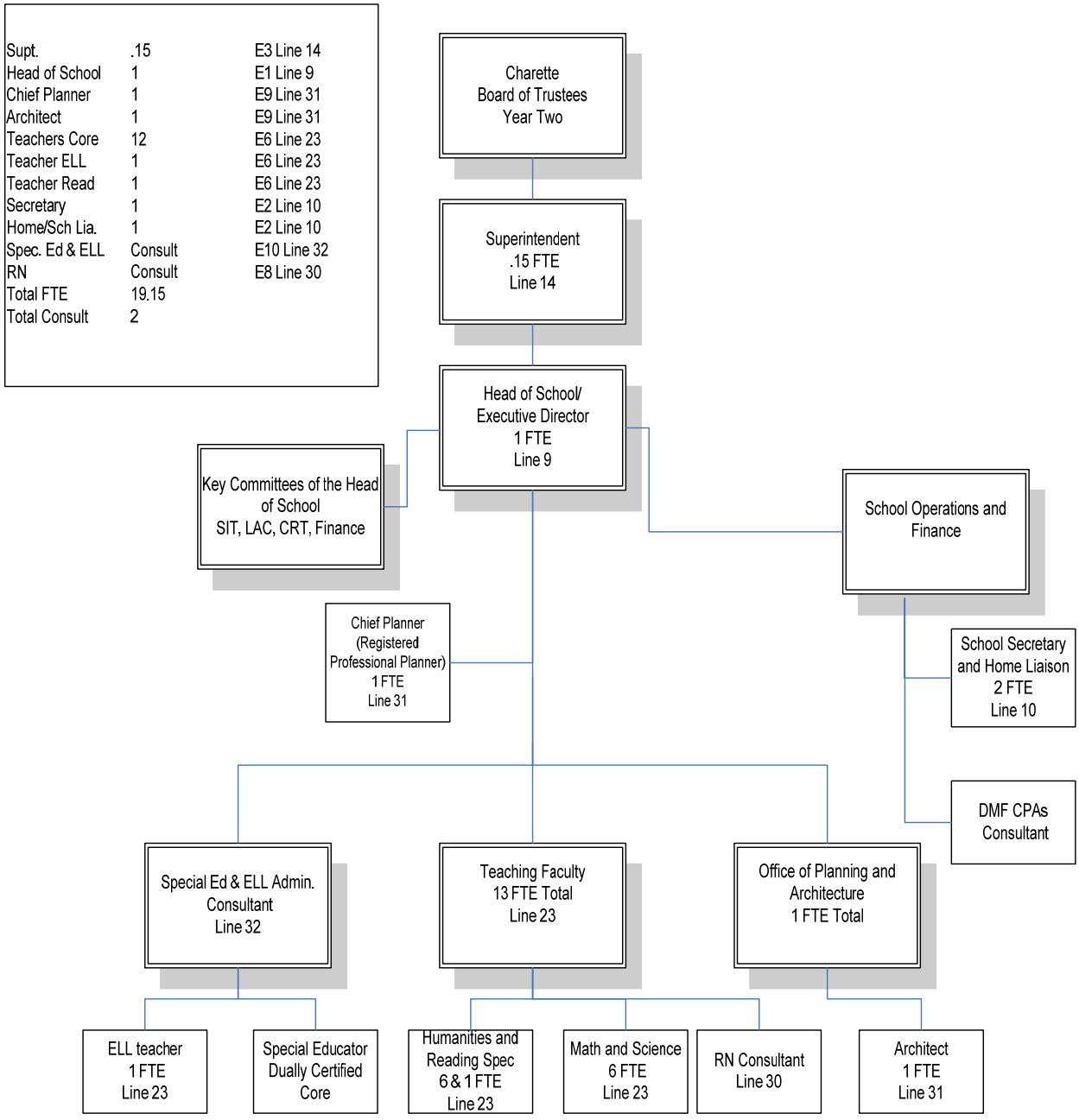
The following organizational charts represent the reporting structure and relationships found within the school. These charts represent a hierarchical view which places the Board of Trustees at the top and creates the Superintendent and Head of school as chief administrative leaders. Working as a teacher support mechanism, and not as a superior, the Chief Planner is positioned between the Head of school and the faculty. School Operations is found under the responsibility of the Head of school as is the school secretary and the Home/School Liaison.

The teaching corps is found in two categories; Core Academics and Special Populations. A full FTE for a certified ELL teacher is identified. Special Education will be approached through dually certified individuals who possess both a core academic certification and special education as well. Rather than hiring one Special Educator to service all teams, suites and pods the approach of dual certification ensures that all teams have at least one special educator or perhaps even more. Special Education and ELL Administration will be consultancies as is the school nurse teacher. In year one the only Planner is the Chief Planner.

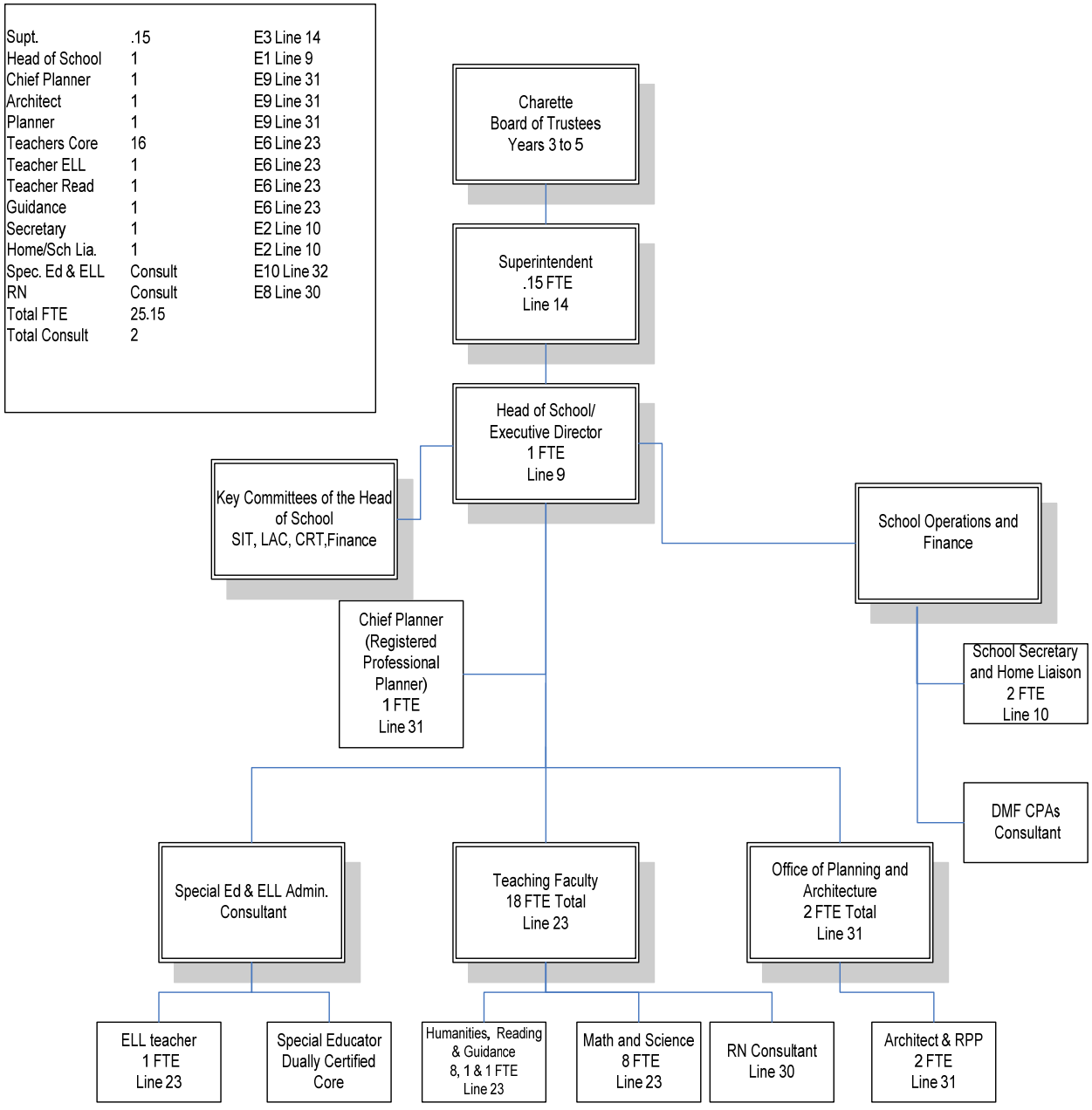
Supt.	.15	E3 Line 14
Head of School	1	E1 Line 9
Chief Planner	1	E9 Line 31
Teachers Core	8	E6 Line 23
Teacher ELL	1	E6 Line 23
Secretary	1	E2 Line 10
Spec. Ed & ELL	Consult	E10 Line 32
RN	Consult	E8 Line 30
Total FTE	12.15	
Total Consult	2	



In year two the faculty grows as does support for the teachers in the integration of Urban Planning and Preservation Arts with the addition of another Planner or an architect to the staff. Critical to the mission of the school is the hybrid professional team which is being composed. Certified teachers who will hopefully belong to a professional organization and professionals who are not educators by trade but rather have unique skill sets and credentials. As a cohesive team the teachers and the Planners and architects will help to create a school culture immersed in the central themes. The core teaching faculty grows to accommodate a new group of students and a Reading Specialist and Home/School Liaison are added as federal funding is now coming to the school in support of these Title I/CRP positions.



In years three through five the school's org chart grows in scope to accommodate the increases in student body. The senior class will be heading off to college next year so a certified Guidance Counselor is added to the teaching corps to help organize and prepare for the college process. A second member is added to the Office of Planning and Architecture rounding off the need for both a Planner and Architect in that office. A total of 16 teachers in core areas continues to serve the 240 students with a 1:15 teacher to student ratio.



Please note that every job in the org charts is listed with a corresponding budget line number and as an aside, each org chart has a text box which further aligns each employee to the budget by citing the E code number as well as the budget line.

Staffing Chart for years one through five.

Position	Year One	Year two	Year Three	Year Four	Year Five
Superintendent	.15	.15	.15	.15	.15
Head of School	1	1	1	1	1
Special Ed. & ELL Admin.	Consultant	Consultant	Consultant	Consultant	Consultant
Chief Planner	1	1	1	1	1
Planner	0	1	1	1	1
Architect	0	0	1	1	1
ELL teacher	1	1	1	1	1
Core Teachers	8	12	16	16	16
Reading Spec.	0	1	1	1	1
Guidance	0	0	1	1	1
RN	Consultant	Consultant	Consultant	Consultant	Consultant
Secretary	1	1	1	1	1
Home/School Liaison	0	1	1	1	1
Total FTE	12.15	19.15	25.15	25.15	25.15
Total Consultants	2	2	2	2	2

Please note that all positions found in this chart's final FTE tabulations are the same in the org charts, budget, staffing plans and schedules.

V (e). Leadership

Please find the job description for the Head of School in the required attachments section.

Please find the resume of Dr. Kathleen Vespia in the required attachments section.

While the Chief Planner is considered to be a peer of the teachers, and not an evaluator, it is a unique position which will have leadership responsibilities. Therefore, please see the job description for the Chief Planner in the required attachments section.

With regard to the qualifications that the employees must meet, the majority of employees are subject to RI teacher certification requirements. The school will have at least one individual certified as a building administrator and superintendent. The teachers will all have appropriate certification and be highly qualified. The Special Education and ELL administrator will have their appropriate RI certificate. Likewise, the Reading Specialist and Guidance Counselor will also possess appropriate RI certifications for their respective areas. The members of the Planning and architecture office will have to hold bachelor degrees in their areas and also be members of the APA and/or AIA.

Teachers will work under Title 16's teacher tenure law and have a renewable annual contract and be subject to March 1st or June 1st lay off letters. The school's salary schedule will start higher than the Providence District and contain a 3% raise annually throughout the 12 steps of the salary schedule. The work year for teachers is 190 days. Health and dental benefits are offered as well as participation in the state pension plan are all legal requisites and discussed elsewhere in this proposal. Conditions of employment such as background checks, presentation of certificate and I9 forms are also legal requisites and discussed elsewhere in this proposal. Teachers will be evaluated using the RIDE EES/EPSS systems through RIDEMAP.

Employees such as the Planners, architects, Home/School Liaison and school secretary will be annually evaluated by the Head of School using criteria to be determined and jointly established by the board and Head of School.

V (f). Teachers

It is fortunate for Charette that a body of work guiding best practices for teacher recruitment and the re-shaping teacher work within blended learning models is currently emerging. To advance the conversation surrounding the teachers at Charette three primary sources will be used. The first is a research study in which Village Green Virtual was cited in. The New Teacher Project (TNTP) published a paper entitled Reimaging Teaching in a Blended Classroom. The International Association for On-line Learning (iNACOL) partnered with the Learning Accelerator in 2014 to produce the seminal iNACOL Blended Learning Teacher Competency Framework (Powell, Rabbitt & Kennedy, 2014), and Blended (Horn & Staker, 2015) has tremendous thoughts on rewards found within the blended learning environment and how traditional elements of teacher satisfaction has to be rethought.

Charette will seek teachers specifically who desire the blended learning environment as their career goal. The qualities the teachers possess are identified in Domain 2 of the iNACOL framework. Teachers will have to exhibit "grit" and strive to achieve long range and ambitious goals. Teachers have to be models of diligence, urgency and endurance. They also have to remain optimistic that their "grit" will pay a dividend in student achievement.

The second quality identified by iNACOL is transparency. Teachers in a blended environment have to be open and share with teachers and administrators alike the failures, success and challenges to their work. In a blended environment there is little refuge and solitude for a teacher as there are in traditional models. In blended environments teachers have to look honestly at all the outcomes, both positive and negative, and help the school community to grow through examination of experiences.

The last quality which iNACOL identifies in its framework is that of collaboration. In the highly teamed oriented Pods, Suites and Teams of Charette perhaps no quality will be more important that being a collaborative professional. Whether you are a professional on the teaching side or the Planning side of the house, collaboration and team orientation will be paramount. Teachers will have to seek a balance between their individual initiative and the

needs of their team in order to accomplish pre-determined organizational objectives (Powell, Rabbitt & Kennedy, 2014).

Dr. Vespia, as former Chair of the Education Department at Salve Regina University, has a wealth of knowledge, contacts and experiences in teacher preparation and professional and clinical experience. However, teacher recruitment information will be collected through the School Spring web-based teacher recruitment portal, in conjunction with contact with the teacher prep programs throughout RI and agreements with Teach for America. The applicants for faculty positions will be introduced to administration and the school's program through face to face open houses.

Applicants who are offered interviews will be assessed on their abilities to adopt new "mindsets" regarding their vision for change and improvement. Their "adaptive skills" for reflection and a desire for continuous innovation will be part of the expected skillset. Their ability to "communicate" to students about connections with content beyond the classroom and to establish and maintain communication with colleagues, students, parents and other stakeholders will be part of the hiring conversation. Lastly, the "technical skills" of the potential teacher will be of critical importance. Comfort with the use of data, shifting from group to individual instructional strategies, managing the student's blended learning experience and mastery of the use of instructional tools and courseware is also of significant importance (Powell, Rabbitt & Kennedy, 2014).

TNTP suggests four interview strategies which Charette will employ. In the final round, teacher candidates will be asked to sample a lesson by re-teaching a video lesson, be presented with a real world challenge which the school is actually encountering to gauge the candidates group problem solving skills, present a data set for analysis and interpretation and in future years, sit in on a panel interview with teachers who are already working at Charette and exceling in the blended model (TNTP, 2014).

The Employee Manual will provide the template for the "thin contract" in that salaries, wages, benefits and working conditions will be set prior to establishment yet subject to future negotiation, as in truth all charter school Employee Manuals are. The teachers will work under Title 16's teacher Tenure law which mandates an annual renewable contract with notification of non-renewal on March 1st or June 1st depending on the qualifying event. Prior to employment teachers must present their valid RI teacher's certificate, BCI check, I9 and other work related paperwork.

Teachers will work from 8:15 AM to 4:15 PM with six hours of teaching duties, one hour of unassigned time and lunch, three quarter hours of planning and one quarter hour of supervision of students "between periods." Please see the matrix in Section VI. Schedule and Calendar for a breakdown of the typical teacher day hour by hour and activity by activity. Teachers will serve as Advisors in the school's Advisory program.

It is very important to understand the core structure of Charette. Each Pod of 15 students is paired with another Pod of 15 to form a Suite. Two suites when combined make a Team. Each team has four teachers assigned to it with each representing a core academic area. The teacher's job will require them to move from Pod to Pod to either give instruction in a lab environment or in the workshop environment. Alternating modes of Pod to workshop will keep activities varied as well serving as a mechanism to keep students on pace. In the Pod Model teachers will see students at regular and assigned intervals with the next session's environment (Pod or workshop) already scheduled. This way, teacher expectations for performance can be easily communicated and monitored.

Each day, every teacher will instruct in core subjects for four sessions in either the workshop or Pod. They will also be responsible for holding Advisory (15 minutes) and for actively leading a charette in the afternoon where a planning or preservation problem is being worked on with an end product or deliverable in mind. Teachers are also assigned to a Pod for the elective period where they provide supervision and support. Every school day begins and ends with teacher meetings with the Chief Planner on logistics, support for charette activities and planning for out of school activities.

Horn & Staker in Blended (2015) refer to an oft reprinted Harvard Business Review article entitled, "One more time, how do you keep employees happy?" by Frederick Herzberg. In the article, Herzberg postulates that there are two sets of factors which effect employee job satisfaction. The first set, called hygiene factors affect whether employees are dissatisfied with their jobs. The second set, called motivators, determine the extent to which employees love their jobs. At Charette, we will consciously build on motivator factors while minimizing hygiene factors in order to retain quality teachers. Therefore, the culture must be replete with structured opportunities for achievement, recognition, work itself, responsibility, advancement and opportunities for growth. TNTP in Reimaging Teaching in a Blended Classroom (2014) discusses in greater depth Horn & Staker's concept of "work itself" as a motivator. TNTP promotes the idea that the competencies needed for a great blended learning teacher are compatible with the very shifts in job requirements and professional culture which make millennials happy; collaboration, opportunities to lead, frequent feedback and connection to a larger social movement. In this case that means blended learning or … the "work itself."

One of Charette's core philosophies is that professionals of varying sectors can work together for a common cause while maintaining relationships with larger professional organizations, namely AFT/NEA and APA and AIA. With the natural democracy, participation and voice that charter schooling brings to a faculty, and the voice which comes from a union structure, it is fully expected that "hygiene" issues such as bad relations with company policy, administration, supervision, working conditions and relationships with peers are proactively managed and do not arise to interfere with Charette's collective mission.

Common Planning Time exists daily at Charette and will be available for teachers 3.75 hours per week. Under the direction of the Chief Planner and Head of School the topics will vary

from triage to strategic planning. The morning CPT will be very team oriented as the teachers prepare for the day. The afternoon session is related to theme planning and charette debrief.

Teachers will be evaluated using the RIDE model Educator Evaluation System in conjunction with RIDEMAP and EPSS. The Readiness Criteria schedule confirms that Charette's head of School will be trained by RIDE in EES/EPSS.

Ten days are built into the contract for professional development throughout the year. Presently, the school calendar for 2016/2017 has those days frontloaded for school start-up activities. In the future, days will be sprinkled strategically throughout the year for targeted PD. Professional development for topics such as orientation to courseware, the school's SIS, The Rhode Island Model, Restorative Justice Practice, the Helping Curriculum and Choice Words concepts developed by Fisher and Frey (2015), Process Communication Model (Pauley & Pauley, 2009; Pauley, Bradley, & Pauley, 2002). Critical to the success of any blended learning school is qualified PD by the courseware vendor. Ongoing relationships with courseware vendors, and embedded PD requirements in vendor contracts, ensure a steady stream of timely and relevant topics and workshops given by trained and professional facilitators.

As their employer, it is not permissible for teachers to sit as a member of the school board. However, given the nature of planned employee relations at the school the ongoing and needed input that teachers can give to the fledgling organization teachers will have representative voice and opinions about school operations.

V (g). Management Organizations and other Essential Partners

Not applicable.

V (h). Family-School Partnership

Studies such as Adolescence: Are parents Relevant to Students' High School Achievement and Post-Secondary Attainment (Patrikakou 2004) confirms that even though the adolescent brain seeks separation that parental expectations, and the students' perception of their parent's expectations, do indeed have an effect on achievement.

A paradox of initial year chartering is that the process for accessing federal funds is too cumbersome to achieve in year one and that federal Title I dollars are truly needed your initial year for tasks such as Parent Engagement. The Charette budget has a Home/School Liaison for year two and not year one.

However, in year one a school can do the Needs Assessment to become a School-Wide School and not a TAS School. Generally, this process is held off on until year two when federal funds are received and the school has this been designated to be of targeted assistance. At that point there is generally federally funded staff and consultants to oversee the Needs Assessment process which takes into account the perceptions and needs of all stakeholders, including

parents. The use of the Needs Assessment as a parent engagement strategy in year one and prior to the receipt of federal funds is a unique strategy for engaging, empowering, measuring and responding to parent needs. The certified Special Education administrator will perform the Needs Assessment.

Parents will be made to feel welcome because they have given their trust to the school, they are our customers, and Charette needs families to feel well and fairly served. Parents will be involved in the school community through board membership, membership on committees such as SIT, LAC and a Parent's Organization. Administration will have an open door policy and there will be many, many events. Meet the Teachers Nights, Open Houses, and Parent Teacher Conferences will be held quarterly. Charette will endeavor to find new ways to use its facility in support of parent activities. Our high-tech environment will be perfect for parent workshops or classes.

There are three reserved seats for parents, out of nine, on the Board of Trustees. Parents who sit on committees such as School Improvement Team and Local Advisory Committee will have influence over operations as those committees have some control over related budget items.

Hopefully, RIDE will resume the use of SurveyWorks! in the near future. It was a valuable and helpful tool. Until such time as the survey returns the school will have to rely on internal surveying of a survey monkey or response card format.

VI. Schedule and Calendar

While Charette will establish routines with regard to hourly and daily timeframes for learning activities there is certainly very little in the blended and proficiency based models which strives for the same rigid routines that are the hallmarks of conventional schools. Students and teachers need routines to provide a framework for structure; however, overly structuring the day injures the flexibility potential of the blended model and e-learning model as well as hampers the opportunity for out of school activities. However, in order to visualize the typical structure, the school day will be composed of a matrix is helpful.

Student day:

Time	Activity	Pod or Workshop	Group or individual Activity	Core, Elective or Charette	Charette Oriented Task	Minutes
8:45 to 9:00	Advisory	Pod	Group	N/A	N/A	15
9:00 to 9:55	Core Academics	Pod	Individual	Core	N/A	55
10:00 to 10:55	Core Academics	Workshop	Group	Core	N/A	55
11:00 to 11:25	Lunch	N/A	Group	N/A	N/A	25
11:30 to 12:55	Electives	Pod and Workshop	Individual	Elective	N/A	85
1:00 to 1:55	Core Academics	Pod	Individual	Core	N/A	55
2:00 to 2:55	Core Academics	Workshop	Group	Core	N/A	55
3:00 to 3:30	Charette	Pod and workshop	Group	Charette	Yes	30
Total minutes						350 Minutes of Instruction

The school day is one of transitioning from pod to workshop and from individual to group work. Each pod works in tandem with their suite member pod to alternate use of the shared workshop. Morning Advisories take place in the pod and will use the ritual of "high-low circles" found in restorative justice principles. This allows the pod's teacher to be able to spot any issues of a social or health nature which may impede a student's learning and necessitate intervention. Advisory is also a place for the "pre-flight checklist" which is a run-down of priorities and directives/announcements for the day.

The school day is broken down into four distinct sections; morning core academics, mid-day electives, afternoon core electives and a charette style group task. Total instructional minutes per day are 350. The scheduled blocks above represent a use of time as a school day structure and each student's day within it would vary from pod to pod and student to student.

A typical student week will be filled with opportunities for variation in routine and ample time for individual work which is self-paced, individual work which is teacher supported and group work in core, elective and charette activities. The weekly draft schedule presented here is representative of a 9th grader's weekly experience.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:45	Advisory in Pod	Advisory in Pod	Advisory in Pod	Advisory in Pod	Advisory in Pod
9:00	Math workshop	Humanities in workshop	Science workshop	ELA workshop	Math workshop
10:00	ELA in Pod	Math in Pod	Humanities in Pod	Science in Pod	ELA in Pod
11:00	Rosetta Stone	Wellness in Pod	Microsoft Office elective in Pod	Lunch	Rosetta Stone
11:30	Lunch	Rosetta Stone	Wellness in Pod	Microsoft Office elective in Pod	Lunch
12:00	Microsoft Office elective in Pod	Lunch	Rosetta Stone	Wellness in Pod	Microsoft Office elective in Pod
12:30	Wellness in Pod	Microsoft Office elective in Pod	Lunch	Rosetta Stone	Wellness in Pod
1:00	Science workshop	ELA workshop	Math workshop	Humanities in workshop	Science workshop
2:00	Humanities in Pod	Science in Pod	ELA in Pod	Math in Pod	Humanities in Pod
3:00	Charette	Charette	Charette	Charette	Charette

3:30 to 4:00	Museum/Gallery	Museum/Gallery	Clubs and Activities	Museum/Gallery	Museum/Gallery

The student day is complete with as much variation and rotation between modes and subjects as possible. However, administration does not discount the option of rotating periods by day (rotating schedule vs. static schedule) in order to vary the time of the charette period. Depending on faculty and student voice, ending the day with charette may be preferred over variation. The schedule is constructed so that suite member Pods can alternate the use of shared workshop space. Time frames for subjects rotate as do the electives and lunches in the 11:00 to 1:00 mid-day block. Charette is a daily activity which can take place in both the Pod and workshop and may have a podular orientation or a suite orientation depending on the task. Wednesday after school is reserved for clubs. It is important to underscore that in a blended model the teacher's role changes from the primary source of instruction to a role of data analyst, skill gap interventionist and guided discoverer. Intervention, remediation and tutoring are ever-present and ongoing activities found organically within the model. The school schedule is subject to change, on occasion, due to engaged learning in the field.

However, it is critical to emphasize that the structure of the day is rigid and the expectation of the school is that it will take at least a full four years to complete the high school program of study.

The school calendar and inclement weather closings will follow the City of Providence for ease of food service, transportation, family time commitments and the child care obligations of Charette's older high school students who have younger siblings. The minimum number of days will be 180, the school year will be divided into quarters and semesters, there will be dates built in for faculty PD and there will be time in the summer for induction, testing and team building. Please see the draft 2016/2017 calendar in the appendix.

The teacher work day will be from 8:15 AM to 4:15 PM. Their day is blocked into periods of planning, Advisory, AM core academic subjects, lunch, oversight of electives, PM core academic subjects, charette and debrief. Teachers will move from Pod to Pod throughout the day. This is a major distinction of Charette. While most schools have students move to the teachers, Charette teachers move to the students. This subtle difference is a major program design element which creates two conditions. First, student ownership of space and team spirit is advanced. Second, each suite has two pods and each team of teachers shares two suites. Teachers are highly teamed in their approach and every teacher sees every student in both Pod and workshop five times per week. Teacher assignments for the charette period can rotate, however, Advisories loop.

Proposed schedule for a typical 9th grade teacher in a Core subject

Time	Activity	Instruction or Planning	Minutes
8:15	Arrival	Neither	15

8:30	Muster/team mtg.	Planning	15
8:45	Advisory	Instructional	15
9:00	Teaching	Direct Instruction	55
10:00	Teaching	Direct Instruction	55
11:00	Lunch	Neither	30
11:30	Teaching Elective	Instructional oversight	30
12:00	Teaching Elective	Instructional oversight	30
12:30	Teaching Elective	Instructional oversight	30
1:00	Teaching	Direct Instruction	55
2:00	Teaching	Direct Instruction	55
3:00	Facilitation	Charette Activity	30
3:30	End of day	Neither	15
3:45	Debrief	Planning	30
			1 hour unassigned .75-hour Planning 6 hours of teaching .25 Supervision of passing

VII. Student Enrollment, Outreach and Demand

The table of student enrollment expectations by grade and year is replicated from the cover page.

School Year	Grade Levels	Total Enrollment	Number of School Sites
2017/2018	9 & 10	113	1
2018/2019	9, 10, & 11	165	1
2019/2020	9, 10, 11, & 12	225	1
2020/2021	9, 10, 11, & 12	225	1
2021/2022	9, 10, 11, & 12	225	1

The school's growth plan accomplished two things. First, it maintains small school size for the optimum in personalization. Second, it provides the school with enough economy of scale to provide enough funding to be a stable and viable organization. The school grows one grade per year with fifty-six students per grade. This structure allows for teams of 56 (four cohorts of 14 in a Pod) and allows for simplified teaching assignments with regard to numbers of core academic teachers needed to serve each team, suite and Pod. The challenge in recruitment will be in the first year when the school has to recruit 113 students as opposed to the 56 students per year in years 2 through 5.

When students leave the school then the school will fill that student's seat from the next student on the waitlist. This form of "backfilling" will ensure that the school runs at capacity or as near to capacity as is possible. A large caveat in the conversation surrounding "backfilling" at the high school level is that one, attendance at a high school is both a parent and a student choice and both parties have to agree to leave a current high school placement mid-year and two, as the year moves toward completion a transcript analysis is truly needed to make sure that the next student on the waitlist is not going to be injured from a graduation pace or transcript perspective. It is not a "slam dunk" that the next student on the waitlist either wants to transfer "high school to high school" mid-year, or that their present program of study aligns with Charette's and they will maintain their current grade and graduation status. Simply stated, secondary level transfers are far more complicated than elementary ones and acting in the best interest of the student sometimes means that mid-year transfer is not the best option for a particular student.

While student and family "word of mouth" advertising is the best form of outreach it is necessary to engage in recruitment initiatives which "get the word" out to as many potential families as possible. Being a theme driven and niche high school with a state-wide draw demands that media is used to inform and recruit. Standard management practices routinely implemented such as easy on-line recruitment and dual language application web-sites, open houses, e-brochures as well as targeted television, radio, Pandora and other on-line advertising will get the message out to hundreds of thousands of homes, viewers and listeners. For instance, VGV not only broke the television barrier for charter school advertising in 2013 but is 2014 it was the first choice school to advertise on Pandora.

On Pandora, the school's 30 second ad was viewed 350,000 times during the month of February. Television advertising during the traditional news hour resulted in nearly 250,000 homes, parents and grand-parents viewing the VGV ads each day in February. The use of adult and teen oriented radio time frames and stations is also very successful in getting the message out about the enrollment opportunity. Using mass media in the manner which VGV has, plus having a forward thinking and child-centered school program as the "option on the table," has resulted in continued and consistent wait-lists.

If there are more applicants than seats, then a non-weighted lottery will be held in accordance with guidance published by RIDE. Charette's application will be an e-application in both English and Spanish versions and will replicate the RIDE standard application format for

charter school enrollment. On lottery day the applicant's name will be pulled from a lottery drum (bingo style drum or similar vessel) and ranked ordinally. All applicants will be drawn and the drum's contents exhausted. Offers will be made and acceptances by families will be communicated back to the school. The lottery will take place at the school on the day which RIDE stipulates that the lottery for state-wide or multi-district schools must take place and will be open to applicants or whoever else wants to observe. By the date certain which RIDE requests the CSAR that document will be transmitted through RIDEMAP. The board will most likely adopt a sibling policy which allows for exemption from the lottery for definitionally qualifying siblings.

VIII. Facilities

There is no greater variable or impediment to charter schooling than the quest for affordable and adequate housing.

Elsewhere in this proposal, a model floorplan has appeared which depicts 25% of the school's anticipated space and layout. This mini-layout is demonstrative of the shared spaces and typical sizes of pods and workshops. The actual program needs are simple … large open spaces which can be cut up into eight Pods with four shared workshop spaces and ample room for offices, café and museum/gallery space for year one. The school's facility grows commensurately as needed over the subsequent years.

The goal would be to locate in a Downtown location which is a non-traditional facility for a school and within close proximity to transportation hubs and visitor centers for access to the museum/gallery. At capacity the school would require eight suites which would house sixteen pods, café space for sixty per seating and office and conference space for administration. Museum and Gallery space would be attached to the facility but have its own separate entrance and street presence. The trick is to find a facility where the school can grow into it over a couple of years. The un-desired situation is finding a temporary facility and then having to move to a second and larger facility when enrollment has matured. To avoid this inconvenient and costly scenario or situation, a flexible landlord/building owner is needed.

Describing the "potential challenges to finding a suitable facility" varies in arduousness depending on the applicants experience in developing school facilities, their track record of fiscal management and their relationships with property owners and developers. The progress for finding a facility at this early date has been positive and there are two different sites being discussed with Joseph R. Paolino, Jr.

In working with a property developer who has charter school experience there are many, many advantages. For instance, matters of inspections, regulations, construction and build quality, the ability to meet deadlines, to understand the unique needs of a school from a safety and oversight perspective and to delay or scale square footage amounts and costs (or to increase or decrease them as school capacity demands) are only the talents of very few developers. Only certain developers are willing to stake the renovation funding upfront and to

survive as a partner through the ups and downs, uncertainties and maze-like processes which is chartering a school. Additionally, a professional developer/landlord will be responsible for ensuring the ongoing compliance of the building they own for the expressed purposes enumerated in the lease agreement.

Certainly, no school facility can open without consent of fire Inspection from the state and local level, as well as various building code inspections from the local, food service area inspections from the state and a form of occupancy certificate. Compliance starts with a knowledgeable architect and code compliance consultants on both the building and fire side being part of the initial planning. Additionally, understanding the conditions set forth in the responsible school siting regulations will pay a dividend if attended to in the early stages of facility planning. However, rehabilitating buildings from office or retail code to school code in Providence is formulaic.

As part of the Readiness Criteria process, RIDE has Charette's assurance that it will be provided with draft leases once space has been identified.

Additionally, please know that all leases will be "grossed up" leases in that all occupancy costs are contained within a fixed cost. Items such as custodial, light bulbs, toilet and toweling paper, soap, custodial supplies, trash bags, trash removal, pest control, gas, electric, water, sewer, snow removal, system's maintenance, exterior cleaning, door hardware, permits, inspections and renovation costs will all be included in one easily identified number. Operations and maintenance issues at Charette will be a joint concern of both the school and the landlord; however, the landlord has ultimate responsibility to meet the conditions of the lease which will stipulate that a regulatorily compliant school facility be maintained. The board will oversee facilities related issues as part of their ongoing involvement in the growth of the school, reports at meetings, observations of actual conditions and supervision of the budget and administration.

IX. Operations

In accordance with RIGL 16-21-25 by November 1st of the school year the Supt. and Head of School will present to the Board of Trustees a school safety and response plan which takes into account the school location and is custom built for the structures characteristics. This action will be recorded in the eRIDE portal.

Modeled after RIEMA's mantra of "Mitigation/Prevention, Preparedness, Response and Recovery" the school's safety plan will contain guidance on issues such as visitor screening, school hazards assessment, violence prevention, drills and exercises, emergency supplies and equipment, sheltering in place, bomb threats, intruder or hostage, missing children, natural disasters, suspicious mail, utility failure, emergency recovery and aftermath planning, and documenting emergency outcomes. These plans will be shared with law enforcement and fire officials and will be the product of the school's Crisis Response Team which will be a

subcommittee of the Head of School. Charette gives assurance that it will comply with laws and regulations surrounding this very important issue.

The current budget allows for the hiring of a school nurse teacher for a period of three hours per day for 180 days per year. He or she will perform all duties of patient care and recordkeeping as is expected of a professional school nurse teacher. It is hoped that he or she are able to participate in the school's implementation of the health and wellness courses but it is too early to commit to scheduling specifics of that finite nature.

Sodexo, or whichever company has the contract for the City of Providence, will be hired as Charette's initial Food Service Authority. Operating as a satellite kitchen, under the principles of universal free, will allow Charette to serve breakfast and lunch to all its students. The only cost to Charette will be in the purchase of serving equipment and diner seating for a non-cooking kitchen. However, Charette also reserves its right to become an SFA through RIDE.

The budget allows for the purchase of a $70.00 per month bus pass from RIPTA for every student. Purchasing this pass allows students unfettered access to transportation around the state. RIPTA bus passes are issued to all students regardless of their travel distance to school. Not only does this universal system allow for maximum access to transportation to and from school for all families, but it also facilitates the access to off campus excursions without the extra cost of renting school buses for the traditional style "field trip."

The school's Human resources functions will be housed and executed within the district office in terms of job postings, hiring processes, collection of paperwork and forms (W4, I9, background check, direct deposit, health and dental applications or waiver, teacher certifications, etc.) and location of Personal Record files. However, the school will hire a CPA firm to manage the payroll and purchasing/invoicing and bill paying functions (as well as report generation such as UCOA compliance, OMA, RIDE and AG reporting, tax reporting, IRS communication, DLT relations, bank reconciliation, P&L generation, reports to the board, federal grants reimbursement, etc.). As part of the Readiness Criteria process Charette will produce an "Internal Controls and Segregation of Duties Finance Manual" which makes crystal clear how no one individual can place an order, receive goods and make a payment. Layers of authorization will exist in order to protect the school from either fraud or error. Benefits administration will be outsourced to a firm which specializes in offering benefits packages to employees while protecting the employer from benefits mismanagement such as a lack of timely COBRA notification. Benefits administration firms can seek bids from numerous health and dental insurers and offer pricing options once the group has been defined.

Charette will be so high tech that it contains no in-house computing power. By universally deploying thin client technology and purchasing virtual pools at co-located servers the school will greatly reduce cost and drive up end user functionality. It is the goal that each student be issued a dedicated virtual desktop and thin client workstation. Additionally, thin client laptops will be available in the workshops. Laptops will connect via the school's Wi-Fi and workstations may or may not be hard wired. A "server room" will contain racks, modems and

switches (VOIP phones, security camera DVR and UPS batteries too) but no hardware related to traditional server functions or computer processing units.

Charette's servers will be found within the pools of virtual servers in a co-located enterprise grade server facility with complete intrusion security, content protection, environmental and utility protection. This method of server access will reduce nearly all the costs of purchasing a server, back-up devices, content filtering, air-conditioning units, security and alert systems and without any loss of functionality. A computer networking firm will be under a managed services contract to monitor the system's function, perform maintenance and upgrades and monitor the expiration of licenses. Data will not be subject to loss and hardware will not be subject to a lack of functionality due to corruption, viruses, breakage or theft. No school will be as reliably and cost efficiently served by information technology as Charette.

X. Startup Timeline

RIDE has published a Readiness Handbook which contains a matrix of 68 ordered tasks to prepare a school for opening. The number is actually closer towards 1,068 and that may even be a low number. Nothing but experience can prepare an individual for the operose or herculean work involved … especially when siting in an urban area like Providence where locations are scarce and logistics complex. However, in the spirit of good humor, please find listed below a matrix of date certain timelines, activities and persons responsible for the startup phase. To evidence familiarity with the Handbook the timeline will break activities down into 30 days after preliminary approval, 90 days prior to intended date of approval, 30 days prior to intended date of final approval and 30 days prior to school opening.

Timeframe and Area	Task	Recipient	Person/Entity responsible
30 days after Preliminary approval			
Governance	Incorporate in RI	SoS	Attorney
Governance	Submit names of board	RIDE, RIEC	Supt.
Governance	Register with RIEC	RIEC	Board Secretary
Governance	Submit final bylaws	RIDE	Supt.
Governance	Submit Conflict of Interest Statements	RIDE	Supt.
Governance	Apply for EIN	IRS	Attorney
Governance	File for 501c3	IRS	Attorney
Finance	Submit finance manual	RIDE	Supt.
Facilities	Update RIDE on plan	RIDE	Supt.

Enrollment	Submit plan on enrollment	RIDE	Supt.
90 days prior to the intended date of final approval	Task	Recipient	Person/Entity responsible
Governance	Submit draft of Charter	RIDE	Sponsor, Board, Supt.
Governance	Update on 501c3 from Cincinnati IRS Office	RIDE	Attorney
Governance	Re-submit board info	RIDE, RIEC	Board Secretary
Finance	Submit year 1 budget	RIDE, AG	Supt. & Head of School
Finance	Submit yr. 1 cash flow	RIDE, AG	Supt. & Head of School
Finance	Re-submit finance manual	RIDE	Supt. & Head of School
Finance	Submit 5 yr. budget	RIDE, AG	Supt. & Head of School
Finance	UCOA training	RIDE	CPA
Facilities	Update on progress	RIDE	Supt. & Head of School
Personnel	Submit final staff plan	RIDE	Supt. & Head of School
Personnel	Submit org charts	RIDE	Supt. & Head of School
Personnel	Re-name Dr. Vespia as head of school	Ride	Supt. and Board Pres.
Educational program	Chose courseware	RIDE	Supt. & Head of School
Educational program	Update calendar	RIDE	Supt. & Head of School
Educational program	Train at RIDE - reporting	Head of School	RIDE
Educational program	Train at RIDE - assessment	Head of School	RIDE
Educational program	Train at RIDE - ELL	ELL admin and HoS	RIDE
Educational program	Train at RIDE - PL94-142	Sped Admin and HoS	RIDE
Educational program	Train at RIDE – EPSS	Head of School	RIDE
March 15, 2017	Task	Recipient	Person/Entity responsible
Enrollment	Report lottery results	RIDE	Head of school

30 days prior to the intended date of final approval	Task	Recipient	Person/Entity responsible
Charter	Prepare final copies of charter with all signatures	RIDE	Sponsor, Board Chair, Supt. and Head of School
Governance	Re-submit board list	RIDE	Board Secretary
Governance	File ethics forms	RIEC	All board members and officers
Governance	Investigate for Medicaid fraud	RIDHS	All board members
Governance	Submit board meeting calendar	RIDE, SoS	Board Secretary
Governance	Meet with RIDE re: governance	Full Board	RIDE
Finance	Provide RIDE with letter from AG	RIDE	AG
Facilities	Identify building	RIDE	Supt. & Head of School
Facilities	Sign facility requirements assurances	RIDE	Supt. & Head of School
Facilities	Submit signed lease	RIDE, AG	Supt. & Head of School
Enrollment	Evidence demand with minimum 50% enrolled	RIDE	Supt. & Head of School
Enrollment	Enroll students	RIDE	Supt. & Head of School
30 days prior to opening	Task	Recipient	Person/Entity responsible
Finance	Upload budget to UCOA	RIDE	CPA
Finance	File ETF/W9 forms	General Treasurer	CPA
Finance	File 1st quarterly report	OMA, RIDE, AG	CPA
Personnel	Hire faculty and staff	RIDE PAS	Head of School
Personnel	Publish employee manual	Faculty and staff	Head of School
Personnel	Enroll in state pension and TIAA CREF	General Treasurer and TIAA CREF	CPA
Students and families	Enroll to capacity	Students and families	Head of school

Students and families	Publish student handbook	Students and families	Head of School
Students and families	Inform parents of RIGL 16-39-1	Students and families	Head of School
Facilities	Complete FF&E install	Charette	Head of School
Facilities	Obtain certs of occupancy	Charette, RIDE	Landlord
Operations	File ASHR	RIDE	Head of School
Operations	Bring SIS on line	RIDE	Head of School
Operations	Publish Safety Manual	RIDE. PPD, PFD	Head of School
Operations	Buy bus passes	Students and families	Head of School
Operations	Have Sodexo on campus	Charette	Head of School
Operations	Re-publish school calendar	Charette	Head of School
Operations	Finalize schedules	Charette	Head of School
Operations	Finalize insurance	Insurance broker	Head of School
Operations	Finalize student health plans	Charette	School Nurse Teacher
Educational program	Publish PD calendar	Faculty and staff	Head of School
Educational program	Publish NWEA and PARCC calendar	Charette	Head of School
Educational program	Bring courseware online	Charette	Head of School

XI. Variances

Charette seeks variances to the following; RIGL 16-22-4 only for the exception of the 20 minutes per day rule for physical education and not the health education component. Charette believes that healthy lifestyles and personal wellness courseware when used in combination in combination with healthy foods, participation in RIIL sanctioned sports and independent physical activity can increase academic time and decrease facilities demands.

XII. Finance and Budget

Immediately after being notified of Charette's acceptance as an eligible Statement of Intent the first critical task was to build the tables of Organization for years one, two and three through five and to build a budget in the new RIDE charter school application template. Careful consideration was made to align each position in the org charts with a corresponding line number in the budget template. Since the budget template is in UCOA type formatting it is very important that the "E" lines match the corresponding line within the framework.

The budget pages which show revenue were a breeze to construct due to the linkage between the response fields and the formulas which were pre-set. The student body was composed of the envisioned 75% urban and 25% suburban split. Typical rates of FRL percentages were also used from city to city with a pro-rated amount being used as a projection. The estimates of student numbers, their cities of residence and the corresponding FRL numbers were all good faith and honest projections.

On the expense side it takes much more precision and cross-walking to gain accuracy from section to section and line to line. Moving through the budget line by line, each expense or bundle of expenses is described below:

Line 9 Head of School at base of 115K plus 3% per year

Line 10 School secretary year 1 to 5 with a Home/School Liaison years 2 to 5. 35K base each.

Line 14 Superintendent at .15 of 145K

Line 17 Legal costs

Line 18 School board discretionary funds or membership in RIASC

Line 19 CPA firm retainer to manage all business functions, audit done in years 2 to 5 and in alignment with current VGV comparative

Line 20 Estimate for technology for admin and office staff

Line 23 Nine teachers year 1 at 42,500 average each, 14 teachers year 2 at 42,500 average each and 19 teachers at 45,000 average each in years 3 to 5. Starting salary 40,000 and step two will be 41,200. Averages allow for some teachers to be hired in mid-step range.

Line 26 120K allows for 1K in technology expense for each student. The thin client, monitor, mouse and keyboard costs under $500 per student and HP thin client laptops cost under $500 per unit. This line assumes purchase and not leasing.

Line 27 Cost of purchased co-located server service

Line 28 $450 combined courseware for an “Edgenuity type product” and Rosetta Stone.

Line 30 School nurse teacher for the morning for 180 days at $100 per day.

Line 31 Chief Planner (RPP) to act as curriculum and planning resource to faculty on theme integration and charette activities. Position is expanded to 2 FTEs in year

two and three FTEs in years 3 through 5 with the addition of another Urban Planner and an architect to the teacher support team.

Line 32 Special Education and ELL Admin. consultant

Line 35 Student use furniture at $700 per student

Line 36 Funds for student extracurricular activities

Line 37 Funds for recruitment and associated materials and advertising

Line 38 Funds for supplies for health office

Line 39 Funds for after school tutorial or Saturday School sessions

Line 42 Costs associated with NWEA

Line 46 Monthly RIPTA bus passes for all students September through June.

Line 47 Initial start-up of kitchen facility with new equipment purchased or replaced yrs. 1 to 4.

Line 48 Funding to help formulate school safety plan under the guidance of a Crisis Management professional

Line 49 Miscellaneous handy man tasks and routine non-landlord repairs.

Line 51 Utilities, phone and internet connection

Line 52 Lease for school facility based on $20 per square foot with increases pro-rated as school facility grows. Lease obligation begins in September in year one.

Line 53 Debt service to landlord for build out of facility in year one. $350,000 is an estimate based on the renovations of 135 Weybosset Street from retail use to school use in 2013.

Line 57 Fringe benefits based on 31% of combined salary lines

Line 58 Insurance/school and commercial package including faculty misconduct, D&O and umbrella.

Line 63 Funds to establish Museum/gallery

Line 66 Plus number of 50K for contingencies

Please note that in the revenue projections there is no soft money included, 2/3 of the CSP grant used in year one and no Medicaid or Title dollars assumed.

The management and oversight of the finances of the school will be in the day to day hands of Certified Public Accountants who are well versed in charter school and public school processes, accountability and structures. A team of professionals will handle the school's finances with the authority to execute transactions upon the approval of the Head of School. The CPA firm will report directly to the board at board meetings. UCOA compliance is certified as is compliance with professional ethics and practices as CPAs. The school's Finance Manual will delineate approval systems but there will be internal controls and segregation of duties to ensure against fraud and error. Activities such as payments and invoicing, bank reconciliations, report generation, RIDE, OMA and OAG communication, external partners in benefits and payroll administration and all IRS and State compliance matters will be handled by a professional team not housed within Charette. Purchase Orders and receipt of goods will be generated from Charette, however, the documentation and arrangements for payment will be handled separately.

Charette gives full and truthful assurance that it will submit all financial accountability paperwork, including the quarterly cash reports, to RIDE, the OMA and the OAG as per RIGL 16-77-2.8.

Charette also gives full and truthful assurance that the Head of School or Secretary to the Board will transmit to RIDE the annual budget and annual cash flow projections as approved at the board's Annual Meeting.

Lastly, Charette gives full and truthful assurance that the Head of School or Secretary to the Board will transmit to RIDE the audit and management letter which was prepared by a CPA firm other than the one contracted with to perform day to day finance operations. Please see the budget, line 19 for the associated costs of both business management and audit.

XIII. Additional Requirements

As per page 45 of the RIDE Charter School RFP, the DaVinci Center for Community Progress will transmit its annual audit to the Auditor General. The DaVinci center for Community Progress does not have its materials included within the body of this RFP because section V. (g) describes CMOs and Essential Partners. The DaVinci Center for Community Progress is an applicant partner (Establishing Entity), not an Essential Partner, Partnering Entity, or Management Organization and the three required attachments listed on page 36 of the RFP are thus not required attachments.

Attachments

CV of Robert Pilkington, Ed.D. & Superintendent
CV of Kathleen Vespia, Ed.D. and Head of School
CV of John DeLuca, M.A., Establishing Entity Representative and Trustee
CV of Lenora Goodwin, NBCT, Trustee
CV of Jill Holloway, M.Ed., Trustee
CV of Richard Solomon, Ph.D., Trustee
CV of Keith Bloomer, PE, Trustee
CV of Frank Prosnitz, Trustee
Draft of Charette By-laws
Job description of Head of School
Job description of Chief Planner
Works Cited
Denise DeMagistris, Ed.D., Letter of Support from Johnson and Wales University
Draft school calendar
Budget

cv

Robert Pilkington, Ed.D.
210 Squantum Dr.
Warwick, RI 02888
Phone : 401.378.7007 E-mail : rob@charette.mobi

Education

Ed.D.	Johnson and Wales University, 2009, Doctorate in Educational Leadership
C.A.G.S.	Johnson and Wales University, 2006, Educational Leadership
M.A.T.	Rhode Island College, 1986, Secondary Education
B.A.	Rhode Island College, 1983, English
A.A.	Rhode Island Junior College, 1981, Liberal Arts

Experience

2013 to the present	Superintendent and Founder of Village Green Virtual (VGV)
2011 to 2013	Superintendent and Founder of the RINI Middle College and BeaconArt
2005 to 2011	Principal of the Beacon Charter HS for the Arts, Turnaround Specialist
2002/2009	Author of the Middle College Charter Schools (six), Potowomut Elementary and Village Green Virtual Elementary School charter proposals
1985 to 2005	*Providence School Department, serving in the following capacities:*
1998 to 2005	Operations Officer, Textron/Chamber of Commerce Charter School
1997 to 1998	Textron/Chamber of Commerce Charter School Acting Director, First charter school administrator in Rhode Island
1996 to 1997	Co-author, with Gary Davis, of the Textron/Chamber of Commerce School's charter
1995 to 1997	English teacher and founding faculty member of the "Greater Providence Chamber of Commerce School to Work Transition High School" Providence, RI.
1994 to 1995	Chamber of Commerce High School Design Team
1985 to 1994	English teacher, Central High School and Roger Williams Middle School, Providence

Honors and Professional Activities

- Founder, Executive Director (01 to 04) and past president of the RI League of Charter Schools, 2001
- Longest serving administrator in Rhode Island's charter school movement, 1997 to the present
- RI State Certified Secondary Level Teacher of English for Life, Principal and Superintendent
- RI Dept. of Education External Reviewer of proposed charter schools, 1999 to 2008
- RI Dept. of Education PBGR/Gate's Network Exhibition Toolkit co-author, 2006
- Presenter at 2000 National Charter School Convention, *Building State-wide Organizations*
- Author of the 1995/96 *Work-Prep* RI Charter school application
- Consultant on numerous charter applications; facilitated school re-design teams including the Marriott Hospitality Charter School in Washington DC and the Franklin Career Academy in Franklin, NH (New Hampshire's first charter school).
- Author and publisher of *The Chartered Course*, RI's only charter school newsletter (2001-2005)
- 2002 RIC English Alumni of the Year, 1997 PROBE Teacher of the Year
- Founding Board member of the Textron/Chamber School 1998 to 2005
- Providence Teachers Union Executive Board member, COPE Chair 1994-2000
- Active member of the Council of Educational Facility Planners International
- Member of the RI Principal's Association, RIIL, RI League of Charters, NASSP and NADE
- Member of the Juvenile Hearing Board, Office of the Mayor, Warwick, RI (2003 to 2008)
- Woonsocket Rotary's Man of the Year 2011; March 24th 2011 was Dr. Rob Pilkington Day in the city

Kathleen L. Vespia **leadinglearninginstitute@gmail.com**
40 Kent Drive
East Greenwich, RI 02818

EDUCATION

Ed.D. Johnson and Wales University
Providence, RI
Educational Leadership

Published dissertation: Evaluating a High School Special Education Program
Dissertation Abstracts International—A 65/02., p.468, August 2004.
(UMI No. AAT 3124565)

M.S. University of Rhode Island
Kingston, RI
School Psychology

B.A. University of Rhode Island
Kingston, RI
Psychology

ADVANCED PROFESSIONAL DEVELOPMENT

Rhode Department of Education and New Teacher Center, August 2013 – June 2015

RI Department of Education, Providence, RI and New Teacher Center, Santa Cruz, CA
Instructional Coaching—Year 1 Training
Instructional Coaching—Year 2 Training

Kahler Communications, Inc., 2013–2014

Washington, DC
Process Communication Model® for Educators (PEM)—Trainer Certification
Certification Training in PEM and Conflict Resolution and Motivation

Brown University, 2010–2012

Providence, RI
Educational Alliance Fellow with Project BRITE (Brown's Response to Improving Teacher Education) focused on Teaching Second Language Learners

EDUCATIONAL LICENSURE

Massachusetts Licenses:

- Supervisor/Director Pupil Personnel Services
- Special Education Administrator
- Principal/Assistant Principal (9-12)

PROFESSIONAL EXPERIENCE

2016-Present **Learning and Leading Institute, LLC—East Greenwich, RI**
Educational Consultant
Responsibilities:

- As nationally certified trainer, conduct workshops in Process Communication for Educators©
- Consult with school leaders addressing school culture, dropout prevention of both students and educators, and alternative program design and evaluation
- Provide professional development training on effective communication, strategic planning, and teacher resiliency and sustainability in the field.

2014–Present **Oliver Hazard Perry Rhode Island, Newport, RI**
Member of the Board of Directors: Appointed Chair of Education Committee
Responsibilities:

- Set agenda and coordinated meetings for education committee
- Assist in designing OHP educational programming and curriculum
- Supported efforts of OHP director and education staff
- Fundraising and promotion of OHP mission and initiatives

Oliver Hazard Perry Education at Sea Instructor
Responsibilities:

- Developing coursework and programming for a nonprofit organization aboard tall ship for pre-service and practicing teachers
- Delivering workshops in Process Communication Model for Educators® communication, and leadership skills
- Facilitating the development of authentic, inquiry-based lesson plans at sea

2016–Present **Assessment Network, East Lyme, CT**
Member of Advisory Board
Responsibilities:

- Collaborating with other professionals and designing innovative assessment strategies
- Reviewing and sharing professional literature and resources
- Providing collegial support

2007–2016 **Salve Regina University—Newport, Rhode Island, Education Department**

Department Chair—2010–2013
Responsibilities:

- Overseeing Early Childhood, Elementary, Special Education, and Secondary (SCD) Education Programs
- Chairing two Rhode Island Department of Education (RIDE) Interim Accreditation Visits: Secondary Education, 2011, & Full Program, 2012
- Representing the education program in statewide teacher preparation partnerships
- Presenting at Open Houses, Orientations, and Community events

Coordinator of Secondary Education—2011–2012, 2013–2015
Responsibilities:

- Developing curriculum for Secondary Education Program aligned to RIDE Program Approval Standards
- Developing clinical partnerships
- Coordinating the work of adjunct faculty
- Providing data for accreditation visits
- Developing Secondary Education Program (SCD) course schedule

Assistant Professor—2008–2016

Adjunct Professor—2007–2008

Courses Taught

- *SCD441 Student Teaching: Clinical Supervision*
- *SCD432 Student Teaching Seminar*
- *SCD410 Principles and Procedures of Classroom Management in Secondary Education*
- *SCD399 Special Topics: Dropout Prevention*
- *SED332 Principles and Procedures of Classroom Management in Elementary Education*
- *SCD318 Adolescent Development and Theories of Learning*
- *SCD300 Methods Portfolio*
- *SCD298/299 Tutoring and Mentoring in a Multi-Cultural Society (I & II)*
- *SCD220 Middle and Secondary Teaching: Theories of Learning*
- *SCD200 Admissions Portfolio*
- *SCD080 Orientation to Teaching*
- *UNV101 Effective Communication*

1976–2008 **Attleboro Public Schools, Attleboro, MA**
Co-designer and Director of the Network Alternative High School, 1998–2008
Responsibilities:

- Co-authoring special education program design proposal for approval from MA Dept. of Ed.
- Serving as director for the Network, an approved alternative high school with Attleboro Public Schools, MA, serving underperforming and/or adjudicated youth
- Establishing partnerships with parents, community agencies, & businesses.

School Psychologist, 1976–1998
Responsibilities:

- Conducting psychological evaluations for preschool to secondary students
- Providing student and family counseling/workshops
- Designing programs to meet the needs of underperforming students
- Providing professional development for building faculty

2005–2008 **Coaching Seminars of Rhode Island, East Greenwich, RI**
Instructor and Consultant
Responsibilities**:**

- Providing team-building and leadership workshops for athletic coaches
- Designing program evaluation
- Assisting in program design

2002–2003 **Small Schools Network of Rhode Island, Providence, RI**
Research Consultant funded by Rhode Island Foundation
Responsibilities:

- Conducting research on key components of RI Charter and Small Schools
- Developing final report with profile of each school for submission to RI Foundation and members of the Small School Network

1997–1998 **Metropolitan Regional Career and Technical Center, Providence, RI**
Consulting School Psychologist
Responsibilities:

- Designing a delivery model for psychological services during school's first year of operation and conducting psychological evaluations
- Designing supportive services for underperforming students
- Providing consultation to administrators, teachers, and parents

1994–2004 **Greenwich Odeum, East Greenwich Rhode Island**
Member of Board of Directors & Volunteer Coordinator
Responsibilities:

- Recruited and coordinated efforts of 100 staff members for an all-volunteer non-profit theater
- Assisted in development and management of theater, fundraising, and promotional activities

1973–1974 **University of Rhode Island, Kingston, Rhode Island**
Assistant Coordinator, Hospital Improvement Program
Responsibilities:

- Designing and implementing services for developing social and cognitive skills of children with significant developmental delay
- Developing and providing professional development for staff of Ladd School, a state institution for individuals with significant disabilities in Exeter, RI
- Coordinating social and cultural experiences for students in the process of de-institutionalization

REFEREED SCHOLARLY PRESENTATIONS

2016 **National Dropout Prevention Conference, Myrtle Beach, SC**
K. Vespia and Ret. Rear Admiral Barbara McGann
"Committed to a Mission: Preventing Teacher Burnout Through Battle Readiness"

2015 **Tall Ships America Annual Conference on Sail Training and Tall Ships**
K. Vespia, Vincent Tavani, and Elise Hueber
"From Manned Space Flights to a Tall Ship, Using the Power of the Process Communication Model"

2013 **National Dropout Prevention Conference, Atlanta, GA**
"Inspiring Pre-service Teachers to Work with Struggling Students in the Face of High Stakes Value-Added Measurement: A Collaborative Approach between a University and a Public High School"

2012 **National Dropout Prevention Conference, Orlando, FL**
"*A Win-Win: Dropout Prevention Program for Both Pre-Service Teachers and Their Students"*

2011 **National Dropout Prevention Conference, Chicago, IL**
"*Preventing Pre-Service Drop-Out: Overcoming the Risks Involved in Placing Aspiring Teachers in Troubled School Settings"*

2011 **National Dropout Prevention Conference, Chicago, IL**
K. Vespia and Dr. Thomas Gibbon, Newport Naval War College, Newport, RI
"*Preparing Pre-Service Teachers for Battle – Lessons Shared with the Military"*

2009 **National Dropout Prevention Conference in San Antonio, TX**
"University and Public High School Collaboration: Addressing the Needs of At-Risk Pre-Service Teachers and High School Students"

2006 **Association for Supervision and Curriculum Development Annual Conference, Chicago, IL**
"At-Risk Teens Go the Distance: Effective Program Design and Evaluation"

COMMUNITY PRESENTATIONS

2016 **Delta Kappa Gamma Society International for Woman Educators, Alpha Theta Chapter, Attleboro, MA**
"STEAM Education-at-Sea…and More"

2016 **Salve Regina University**
K. Vespia, Ret. Rear Admiral Barbara McGann, T. Gibbons
"Preparing Teachers for a Mission: Six Lessons Shared with the Military"

2013 **Public Broadcasting System (PBS)**
Recorded interview for documentary by J. Maguire. *Gazela*—a documentary featuring a personal, authentic tall ship learning experience.
http://vimeo.com/channels/374841

2012 **Rhode Island Foundation, Providence, RI**
Expert Panel Discussion on Teacher Preparation sponsored by RI Teaching Fellows

2012 **Providence Public Schools, Providence, RI**
Office of Leadership and Development: Best Practices, *Meeting Student Needs.*

2012 **Newport Public Schools, Newport, RI**
Newport Public Schools High School Leadership Team, *Salve Regina—Rogers High School Partnership*

2012 **Middletown Public Schools, Middletown, RI**
Middletown Public School Department Leadership Team, *Salve Regina—Middle Town School Department Partnership*

2010 **Governor's PK-16 Council Meeting, Providence, RI**
Roundtable Discussion on Teacher Preparation at RI College

2010 Providence **School Department, Providence, RI**
Rhode Island Foundation and Wallace Foundation's Leadership Class,
Best Practices Topic: *Meeting the Needs of Students*

GRANT AWARDS

2014 **Rhode Island Partnerships for Success Mini-Grant**, **Newport, RI**
Funded collaborative efforts between the Salve Regina/Rogers High School Freshman Academy and Newport Community Schools after-school program

2013 **Faculty/Student Research Grant**, **Atlanta, GA**
Funded Salve Regina students' co-presentation of research, on design and implementation of the Salve Regina/Rogers High School Freshman Academy, at the National Dropout Prevention Network Conference

2013 **Faculty/Student Research Grant, Orlando, FL**
Funded student co-presentation of research on design and implementation of a REALM Math Program, an authentic mathematics program for disengaged secondary students, at National Dropout Prevention Network Annual Conference

2012 **van Beuren Charitable Foundation Grant, Newport, RI**
Funded implementation and evaluation of a high school dropout prevention program, a targeted intervention model and partnership between Salve Regina University and Rogers High School

2012 **Faculty/Student Research Grant, San Antonio, TX**
Funded teaching candidate's co-presentation, at the National Dropout Prevention Network Conference, on community-based dropout prevention initiatives

2011 **Partnerships for Success College Access and Success Grant, Newport, RI**
Co-award with Drs. Jameson Chace and Kathleen Nickerson
Funded *Ecology Comes Alive,* a partnership between Newport Public Schools and Salve Regina pre-service education students to create hands-on science lessons and visits to the hydroponic and computer labs at Salve Regina

2011 **Partnerships College Access and Success Grant, Newport, RI**
Co-award with Dr. Christine Bond
Funded graphing calculators, transportation for a field visit to the Salve Regina campus, and incentives for underperforming students at in Rogers High School Alternative Learning Program

HONORS & AWARDS

2016 **Invitee – The White House, Washington, DC**
Operation Educate the Educator: Committed to Recognizing and Supporting Our Military-Connected Students

2013 **Faculty Fellow for Pell Center for International Relations and Public Policy**
Salve Regina, Newport, RI

2011 **Sister M. Therese Antone Award for Special Projects, Newport, RI**
Presidential Award shared with Dr. Carol Gibbons to support dropout prevention work at Rogers High School focused on the development of an innovative approach to teaching mathematics to at-risk students

2010 **Education Alliance Fellow at Brown University, Providence, RI**
Invited participant to a program dedicated to enhancing the quality of teaching future educators and increasing the capacity of higher education faculty in addressing the language and literacy needs of English language learners

2000 **Excellence Award for Community Service**
Awarded by the University of Rhode Island Alumni Association

PUBLICATIONS

Vespia, K. (2004) Evaluating a High School Special Education Program. *Dissertation Abstracts International*, A 65/02, p.468, (UMI No. AAT 3124565).

Vespia, K., Gibbons, T., B. McGann, Preparing Teachers for a Mission: Six Lessons Shared with the Military, *The Journal of At-Risk Issues, 19(2), 16-23.*

Vespia, K., Rebels on Deck: PEM for Educators Takes to the High Seas, *Journal of Process Communication*. Volume 2, Issue 1, November 2014, Available at http://www.kahlercom.com

Vespia, K, (in press) The Power of PEM for Creating and Sustaining K-12 and University Partnerships. *Journal of Process Communication.*

OTHER ACHIEVEMENTS

2016 Selected participant in Restorative Practice Training by Youth Restoration Project, Providence, RI

2015 Facilitated Pell Center for International Relations and Public Policy Roundtable Discussion, "Technology in the Classroom", Salve Regina, Newport, RI

2015 Facilitated Pell Center for International Relations and Public Policy Roundtable Discussion, "Preparing Teachers for a Mission: Six Lessons Shared with the Military", Salve Regina, Newport, RI

2015 **Selected** participant in Apple Education Seminars – "Enhancing Teaching and Learning with Mobile Technology", Chicago, IL

2014 Developed an assessment and data collection workshop at Salve Regina for cooperating teachers from surrounding communities.

2014 Reviewed and provided published endorsement for book, *Dropout Prevention*, by L.Goss & K. Andren, Guildford Press

2014 Hosted Pell Center for International Relations and Public Policy Roundtable Discussion, "Teacher Effectiveness, Evaluation, and Certification, Salve Regina, Newport, RI

2013 Initiated and coordinated efforts that resulted in a collaborative program involving Salve Regina's Education Department and Newport Public Schools' faculty participation in New Teacher Center/RIDE Induction Coach Training

2013 Completed US Sailing STEM Education Course: Middle School, US Sailing Association, Stonington, CT

2013 Co-represented Rhode Island Chapter of the American Association of Colleges for Teacher Education (RIACCTE) at the ACCTE Day on the Hill in Washington, DC

2013 Chaired Education Partnership Committee on Program Modifications: Secondary Social Studies for RI Department of Education (RIDE)

2012 Invited participant in an education at sea program on the tall ship, *Primeiro Gazela*, Philadelphia, PA

2012 Co-authored Newport Country Steam Academy (Charter School) Prospectus, which was approved by Rhode Department of Education

2011	Selected representative of Salve Regina University at Colleges of Worcester Consortium and The New England Faculty Development Consortium Conference, "Designing and Documenting for Student Success"
2007-2014	Co-authored and coordinated production for Salve Regina Education Department's *Student Teaching Handbook* and *Assessment Handbook,* Salve Regina, Newport, RI
2011	Designed and conducted cooperating teachers' workshop for the education department at the Pell Center for International Relations and Public Policy, Salve Regina University, Newport, RI
2010	Facilitated group discussion for 2020 Vision Community Program, Pell Center for International Relations and Public Policy, Salve Regina University,
2010	Co-designed International Summer School Program, "Language and Cultural Program for Educators", Salve Regina, Newport, RI

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development (ASCD)
Honor Society of Phi Kappa Phi
National Dropout Prevention Center/Network
Phi Delta Kappa International
Rhode Island Teachers of English Language Learners (RITELL)
Rhode Island Association for Supervision and Curriculum Development (RIASCD)
Tall Ships America

COMMUNITY OUTREACH

2012	Elected to the Board of Directors for Oliver Hazard Perry Rhode Island Newport, RI*,* Member of Nominating and Education (Chair) Committees
2010-2014	Selected member of Paul Crowley East Bay Met School Building Committee, Newport, RI
2012	Presentations of Salve Regina's Education Program to Middletown and Newport Public School's Leadership Teams
2012	Guest Speaker, Middletown Rotary - Oliver Hazard Perry's Education at Sea Program
2008	Master of Ceremonies and coordinator for dropout prevention awareness program for Newport County at the Jane Pickens Theater.

STATE & NATIONAL AFFILIATIONS

2016-Present	Military Child Education Coalition
2012-2016	University Liaison to the National Military Education Coalition
2013	Member of Certification Redesign Educator Preparation Partnership Work Group for RI Department of Education
2010-2013	Education Preparation Partnership at RI Department of Education
2010-2013	Association of Independent Colleges and Universities of RI (AICU) Teacher Education Collaborative

JOHN F. DELUCA
23 Manhattan Street
Providence, RI 02904
(401) 521-7632

EXPERIENCE:

1974 - Present	**DaVinci Center for Community Progress** *Executive Director*
1970 - 1974	Self-employed, Real Estate and Importing
1968 – 1970	**Portsmouth School Department** *Guidance Counselor*

EDUCATION:

1967 – 1968	**Humbolt State College, Arcata, CA** *M.A. Psychology* *Major: Personality and Experimental Psychology*
1964 – 1967	**Rhode Island College** *B.A. Major: Psychology* *Minor: Social Studies*
1959 – 1961	**Our Lady of Providence College, Warwick, RI** *Major: Philosphy*

MILITARY:

1961 – 1964	**United States Marine Corps** *Infantry Squad Leader* *Honorable Discharge – June 1964*

OTHER NOTEABLES:

1972	***Co-founder, DaVinci Center for Community Progress***
1975 – 1979	**Opportunities Industrialization Center of RI** *Board Member*
1975 – 1980	**Providence Community Action Program** *Board Member*
1976 – 1981, 2000 – 2001	**Providence Multi-Purpose Centers Directors Association** *Chairman*
1980 – 1982	**Charles Street Revitalization Committee** *Chairman*

1982 – 1988	**Providence Industrial Development Corporation** *Board Member*
1975 – 1980	**Mayor's Office of Community Development Providence** *Member, Citizens Advisory Committee*
1982 – 1986	**Keep Providence Beautiful** *Co-Founder and Board Member*
2002 – Present	**Wings of Hope Alliance for Cambodia** *Co-Founder and Advisor*
1996 – 2005	**United Neighborhood Centers of America** *Member National Board of Directors*
1997 – 2005	**United Neighborhood Centers of America** *Chairman – Membership Committee* *National Board of Directors*
2001	**United Neighborhood Centers of America Eastern Regional Conference** *Chairman*

OTHER ACTIVITIES:

1965 – 1967	*Rhode Island College Varsity Baseball*
1965 – 1970	*Providence Amateur League Baseball*
1968	**Masters Thesis** *Altruism As a Personality Trait in Children* (in relation to Piaget Developmental Theory of of Concrete and Abstract Thinking)
1968 – Present	*Participation in various research projects in the field of social studies and health.*
	St. Ann's Church
2001	*Trustee*
1973 – Present	*Commentator*
1990 - 1995	*Co-Chair Restoration Fund Campaign (to raise $1.2 Million)*
2002 – 2003	*Co-Chair Capital Campaign (to raise $750,000)*

LENORA E. GOODWIN, NBCT

63 BALCOM ROAD FOSTER, RI 02825
401-397-7807 401-447-3120 CELL
GOOD1436@MSN.COM

2013-Present Teacher Retention and Induction Consulting Teacher Providence, RI

- Provide Instructional support for new and veteran teachers
- Engage in coaching conversations to support teacher retention
- New Teacher Center Trained Induction Coach
- Develop and facilitate professional development

November 2013-March 2014 NGLC and Carnegie Opportunities by Design Grant Writing Team

Summer 2013 Teacher at Dassault Systemes Providence, RI

- Develop engineering instructional unit
- Create teaching resources and student materials
- Utilize Abaqus Student Edition software

2009-2013 Central High School Providence, RI

Science Teacher Leader

- Mentor science and inclusion teachers to develop pedagogy in a large, comprehensive, high school.
- Facilitate collaborative study of standards and pedagogy for science instruction team.
- Develop Providence School District science professional development.
- Design and Facilitate school-based PD
- Model instruction and classroom structures
- Facilitate weekly department common planning time and collaborate to develop department action plan based on CTAG data
- Develop and implement semester course pacing of science curricula
- Develop district, end of quarter assessments
- Develop and implement Central High School Science Expo
- Facilitate science professional development for K-12 teachers at district level
- Serve on Biology Curriculum Revision Committee for Providence School District
- Design and implement Senior Project and Exhibition curriculum, organize and monitor Senior Field Research
- Design and implement school-wide Advisory.
- Co-chair of NEASC curriculum committee.
- Serve as member of Criterion Based Hiring Team
- Serve as member of School Leadership Team and SIT team
- Manage laboratory inventory and teacher resources for Science Department

Biology / Chemistry / Senior Seminar / Forensics / AP Environmental Science Teacher

- Teach standards based Biology, Chemistry, Forensics and AP Environmental Science, grades 9-12.
- Model instruction and implementation of curriculum for department teachers.
- Design and implement Forensic Science curricula for matriculation with Roger Williams University

Jill W. Holloway, MEd Phone 401-941-8353 x113 Fax 401-941-8535
144 Bignall St., Warwick RI 02888 jholloway@riaepdc.org

SUMMARY OF QUALIFICATIONS

- Experienced *Organizational Leader* for over 25 years: as an initiator of innovative adolescent and adult education programs
- Skilled at listening to people and solving problems with an ability to develop creative and effective solutions
- Experienced with curriculum development and a practiced and passionate educator
- Successful track record of team collaboration in cross functional, goal oriented and project based environments

PROFESSIONAL EXPERIENCE

RI Adult Education Professional Development Center **Providence, RI**
Director January 2008-present

- Implemented a statewide Center based on a model designed by adult education teachers and directors, as a result of a policy initiative of the Governor's Task Force
- Provide oversight and evaluations based in annual work plans for five staff
- Oversee a half million-dollar annual budget, and manage program outcomes to that budget
- Developed a system that provides professional development for the staff of adult education agencies across RI, including needs assessments and program design, implementation and evaluation
- Provides about 8 hours per month of professional development, on various topics
- Actively participates in system-building, statewide workgroups, including testifying at legislative hearings, and facilitating advisory committees as needed

Year Up **Providence, RI**
Outreach and Admissions August 2004-
December 2007

- Adapted the Boston Year Up Recruitment model to the local community. Successfully met target enrollment numbers for the first six classes, including a Random Assignment Research Study system for one class
- Recruited, trained and supervised over 275 volunteers
- Planned**,** organized and facilitated Learning Assessments resulting in the recruitment of motivated 18-24 young adults
- Introduced and presented the Year Up program to over 150 RI community organizations and schools
- Contributed to solving all organizational start-up challenges and sharing solutions with Year Up start up sites in Washington, D.C. and New York City
- Taught, mediated and advised students to contribute to the site's success
- Managed the local application of the software application to track Efforts to Outcomes of students

The Met Center **Providence, RI**
Director of Guidance July 1996 – August 2004

- Developed the special education, social work, health, and state assessment programs for the whole school during the start-up and expansion years of this innovative urban public school
- Headed up a team that developed a college access program that won a national award for excellence in gaining access to higher ed for low income, first generation, students

- Secured over $1,000,000 in federal grant funds over the years

The Big Picture Company **Providence, RI**
Consultant for Big Picture (BP) School Leaders in California December 2003- May 2004

- Developed a system and new materials for accreditation needs of the BP high schools within the California University system

The Met Center **Providence, RI**
Director of the Shepard campus July 2000 – May 2002

- Assumed leadership of the Met Shepard campus for two years, coordinating with the principal of the other Met campus, as well as with the two co-directors of the whole school
- Developed a strong, fun, teamwork ethic amongst staff of twelve
- Oversaw staff development for campus
- Improved curriculum of school through guiding staff leaders and organization of staff meetings and professional development

Winchester Elementary School **Winchester, NH**
Guidance Counselor July 1993- June 1996

- Created the first K-6 Guidance program for the town's elementary school, including a successful parenting support program
- Introduced and led a staff team to integrate the Responsive Classroom program to this 500-student school in the second poorest town in the state
- Became the 'go-to' person for the principal, the special education team, the school psychologist, and members of that small town's wider community
- Brought in over $300,000 in private and public grant monies

Thayer Junior/Senior Public High School **Winchester, NH**
Apprenticeship Coordinator and National Program Assistant July 1988- June 1993

- Placed, oversaw and evaluated over 40 high school students per day at job sites in that rural community, for principal Dennis Littky
- Wrote and administered Teacher Externship grant for all teachers in the town
- Organized a national, interactive, satellite broadcast program, *Here, Thayer and Everywhere,* and supported the local organization for director Elliot Washor and 400 sites nationwide

EDUCATION

Johnson & Wales University Providence, RI
Doctoral Program Educational Leadership (ABD) **September 1998 – May 2000**

Keene State College Keene, NH
Masters in Education in K-12 Guidance & Counseling **May 1993**

Portland State University Portland, OR
Bachelor of Arts: Foreign Language/ Spanish **May 1985**

ADDITIONAL PROFESSIONAL & VOLUNTEER EXPERIENCES

- Chair of the New England Literacy Resources Council: meets 3 times per year (2011-present)
- Serve as a member of the Governor's Career Pathways Commission: Quarterly meetings (2011-present)

- Member Board of Directors for College Visions, a non-profit serving first generation youth: bi-monthly meetings (2009-present)
- Served a three-year term on the Providence School Board (2006-2008)
- Member of the Advisory Board for the Network Alternative School in Attleboro, MA. (1998-2007)
- Grant reader of Adult Literacy Initiatives in Rhode Island (2004 & 2005)
- Served on the Work Transition subcommittee of RIDE's Adult Ed Office (2005-06)
- Served on the Rhode Island Graduation by Proficiency Steering Committee (2003-05)
- Presented at national conferences (Oregon, California, Indiana, Rhode Island) for both the Met system itself, and also for the development of a transcript/college application process for high schools with innovative programs. (1996-2004)
- Editor, The Winchester Star, a volunteer community monthly paper, for three years. Also sold ads, wrote, and did layout for the paper for 10 years (1986-96 in Winchester, NH)
- Campaign Manager for successful Winchester School Board candidate (the one highlighted in the NBC movie, *A Town Torn Apart*) (1987 in NH)

CERTIFICATIONS

- K-12 Guidance Counselor Certification, Rhode Island Department of Education (1996-present)
- Certification of Successful Completion of Aspiring Principal Program, Rhode Island (June 2000)
- Paralegal for Western Mass Legal Services (1987-89)

Richard Solomon, PhD
Clinical Director, Delta Consultants
2 Regency Plaza, Suite 12
Providence, RI 02903
401-421-1405
Canuck42@deltaprov.com

Dr. Solomon is the co-founder and Clinical Director of Delta Consultants-Providence, a multi-disciplinary agency serving children, adolescents, families and schools. The agency's services are highly diversified, ranging from psychological and neuropsychological evaluations, educational, occupational therapy and speech and language assessments, to the provision of counseling services to children, adolescents, adults and couples. The agency also regularly consults to numerous schools in the southeastern New England area and provides internships for advanced predoctoral and postdoctoral students in clinical and school psychology. Numerous workshops and trainings are offered throughout the school year. Dr. Solomon maintains an active clinical caseload, completes neuropsychological and psychological evaluations, supervises graduate and postdoctoral interns, teaches regularly at the University of Rhode Island and is the consulting school psychologist to the following schools:

The Wheeler School	The Met School	Pennfield School
Friends Academy	Highlander School	
Compass School	Marin Academy (California)	

Current positions:
Clinical Director, Delta Consultants-Providence
Adjunct Professor of Psychology, University of Rhode Island

Volunteer Activities and Awards:
Vice-President—Alumni Association, Hobart College, Geneva, New York
Trustee elect—Hobart College (term to begin in 2020)
Past President—Prevent Child Abuse-Rhode Island
Co-Founder—Rhode Island Parenting Matters Conference
Recipient of the *Commissioner's Award* from the United States Department of Health and Human Services for volunteer work in child abuse prevention
Recipient—*Outstanding Faculty Award*, University of Rhode Island, Providence Campus
Co-author with Dr. Henry Biller—*Paternal Deprivation and Child Maltreatment*, Lexington Press, Lexington, MA (1987)

Educational History:
Dr. Solomon received his bachelors of science degree from Hobart College (1975). He also studied at McGill University (1973-74, 1975-76). Dr. Solomon earned his doctorate from the University of Rhode Island in 1982. He completed his post-doctoral training at the Rhode Island Youth Guidance Center (Pawtucket, RI). He subsequently was appointed staff psychologist at the Massachusetts Hospital School (1983-1986). Dr. Solomon joined Delta Consultants-South County in 1982 on a part-time basis and became a full-time staff member in 1986. He co-founded Delta Consultants-Providence in 1993.

Keith Bloomer
8 Rolling Hill Drive
Exeter, Rhode Island 02822

Objective: To obtain a position in a government or private organization utilizing and building upon the technical and management skills developed on design, consulting, and construction contracts.

Registration/ Certification: **Professional Engineer:** Rhode Island, Massachusetts (Expired), Connecticut (Expired)
Professional Traffic Operations Engineer
OSHA Construction Safety 10 Hour Training

Professional Skills: **Management Experience**: Interviewed and recommended new hires, prepared annual staff reviews, maintained relationships with current and past clients, tracked and responded to requests for proposals, solicited and selected contractors and sub consultants, developed and implemented a marketing plan, prepared progress reports and invoices, interacted with engineers from regulatory agencies, implemented quality assurance and quality control measures, supervised 6 engineers and 4 CADD operators, prepared and presented project approaches and technical details to selection committees.

Municipal Planning and Consulting: Reviewed subdivision plans, drainage designs, and traffic studies for Planning and Zoning Boards in Bristol, Charlestown, Middletown, North Kingstown, North Smithfield, Warren, and West Greenwich, Rhode Island, Lebanon, Connecticut, and Mansfield, Massachusetts; prepared applications for funding including RIDOT Enhancements, Transportation Improvement Program (TIP), and private sources; prepared studies including drainage studies, traffic studies, traffic calming concept reports, and design study reports; prepared plans, specifications, and estimates for drainage projects, streetscape enhancement projects, and roadway reconstruction projects; and construction administration and observation.

Roadway Design: Prepared design study reports, plans, specifications, and estimates for road reconstruction (1R and 3R), high hazard improvements, and on road and off road bicycle facilities. Designs involved revised horizontal and vertical alignment, sizing drainage systems including under/above ground storage and infiltration, and construction administration and observation. Presented design process and technical aspects of design to municipal officials and the public.

Traffic Design: Provided expert testimony before Planning and Zoning Boards for private development projects in Cumberland, Lincoln, East Providence, Portsmouth, Warwick, and Westerly, Rhode Island; Plainfield, Connecticut; and Webster, Massachusetts. Prepared traffic impact Analysis (TIA) reports for private developments and municipal projects, sign studies, and parking studies. Prepared plans for isolated and interconnected traffic signals, railroad crossings, intersection improvements, traffic monitoring stations. Provided construction administration and construction observation.

Employment History: **Pare Engineering Corporation**, Lincoln, RI, Managing Engineer (2000 – 2007)
Commonwealth Engineers and Consultants, Inc., Providence, RI, Staff Engineer (1997 – 2000)
Amercom Corporation, Parsippany, NJ, Senior Engineer (1993 – 1997)

Education: **Bachelor of Civil Engineering**, 1993, Stevens Institute of Technology
Hoboken, New Jersey

Professional/ Humanitarian Affiliations: **Rhode Island Blood Center** Volunteer Speaker/Volunteer Greeter (2010-Present)
Rhode Island Organ Donor Awareness Coalition, Board of Directors Secretary (2011-2013), Volunteer (2010-Present)
Institute of Transportation Engineers, Member (2000-2007)

Intelligent Transportation Society Rhode Island, Past President (2006), President (2005), Secretary (2004), Publicity Committee (2003)
Westerly Armory Restoration, Inc., Advisory Council Member (2005-Present)
URI Transportation Center, Grant Application Evaluator (2005)

Representative Projects:

Municipal Planning and Consulting:
Town of Warren Subdivision Reviews: Client: Planning Department, Warren, RI.
Town of Lebanon Planning and Zoning Reviews: Client: Planning Board, Lebanon, CT.
Consulting to Bristol Planning Board: Client: Planning Board, Bristol, RI.
Development Impact Statement Reviews: Client: Planning Board, Middletown, RI.
On Call Traffic Impact Analysis (TIA) Reviews: Client: Planning Board, North Kingstown, RI.
TIA Review for 168 Residential Units: Client: Planning Board, West Greenwich, RI.
TIA Shopping Center Route 140: Client: Planning Board, Mansfield, MA.
TIA Reviews – Dowling Village & Slatersville Mill: Client: Planning Board, North Smithfield, RI.
TIA Review –Dunkin Donuts: Client: Planning Board, East Providence, RI.

Roadway Design:
Route 136/Route 114 Reconstruction: Client, RIDOT, Bristol, RI.
U.S. Route 1 (Post Road) Reconstruction: Client: RIDOT, Warwick, RI.
U.S. Route 44 Reconstruction: Client: RIDOT, Smithfield, RI.
3R J. T. Connell Road/Coddington Highway: Client: RIDOT, Middletown and Newport, RI.
Bicycle & Pedestrian Facilities Study and Development: Client: RIDOT, Statewide, RI.
Broad Street & Main Street Reconstruction: Client: RIDOT, Westerly, RI.
Sakonnet River Bridge: Client: RIDOT, Tiverton, RI.
Bridge Washing: Client: RIDOT, Statewide – Rhode Island.
Washington Secondary Bike Path: Client: Town Engineering Department, West Warwick, RI.
QDC Shared Use Path: Client: Quonset Development Corporation, North Kingstown, RI
Lincoln Park Expansion Roadway Improvements Design & Construction: Client: JCJ Architecture & BLB Investors, Inc, Lincoln, RI.
North Kingstown Roadways: Client: Town Engineering Department, North Kingstown, RI.
Various Drainage Improvement Projects and Studies: Client: Town Manager, Warren, RI.
Various Streetscape Enhancement Projects: Client: Town Manager, Warren, RI.
Warren Avenue Enhancements: Client: Planning Department, East Providence, RI.
Phase II Stormwater Management Plan: Client: Town Manager, Warren, RI.
Washington Street Bridge: Client: MassHighway, Wellesley, MA.
Route 21 & 23: Client: NJDOT, Essex County, NJ.
Interstates 287, 80 Bridge Painting Construction Administration: Client: NJDOT, Morris County, NJ.
Route 3 Bridge Construction Administration: Client: Maguire Group & NJDOT, Rutherford, NJ.

Traffic Design:
High Hazard Interstate Contract C-1: Client: RIDOT, Statewide, RI.
Traffic Monitoring Station Design: Client: RIDOT, Statewide, RI.
South County Commuter Rail: Client: RIDOT, North Kingstown and Warwick, RI.
Attleboro Traffic Signals: Client: Public Works Department, Attleboro, MA.
Railroad Crossing and Signal at Route 152: Client: P & W Railroad, Seekonk, MA.
Silver Lake Traffic Calming Plan: Client: Planning Department, Providence, RI.
Downtown Bristol Parking Study: Client: Planning Department, Bristol, RI.
East Greenwich Downtown Parking Study: Client: Town Manager, East Greenwich, RI.
New London Parking Study: Client: Planning Department, New London, CT.
TIA for New Middle School: Client: AI3, Inc., Lincoln, RI.
TIA for New Tiverton Elementary School: Client: JCJ Architecture, Tiverton, RI.
TIA for Webster Bank: Client: Antinozzi Associates, Warwick and Westerly, RI.
TIA for Mixed-Use Development: Client: PK Rumford, LLC, East Providence, RI.
TIA for Convenience Store, Gas, and Car Wash: Client: Cumberland Farms, Plainfield, CT.
TIA for Residential Development: Client: Provost & Rovero, Inc, Killingly, CT.

TIA for Amgen Pharmaceutical Site Expansion: Client: Amgen, Inc., West Greenwich, RI.
TIA for Proposed Dunkin Donuts: Client: Private Developer, Cumberland, RI.
TIA Lincoln Park Expansion: Client: JCJ Architecture, Lincoln, RI.

Frank S. Prosnitz

Warwick, RI 02886 • (401)935-9890 • frank.prosnitz@gmail.com

A journalist for more than 25 years, Frank Prosnitz has also served as a public relations professional in state government, private industry, and in his own consulting business.

He recently launched "It's Your Business," a news network that focuses on the local and regional economy and business issues. Currently, "It's Your Business" airs on three radio stations: WADK in Newport, WOON in Woonsocket, and WBLQ in Westerly. Additionally, "It's Your Business" columns appear in the publications of Beacon Communications.

Previously, Frank Prosnitz was a reporter/bureau manager at the Providence Journal for some 14 years, and served as editor of Providence Business News for a decade. He began his journalism career as a sports writer at the Asbury Park (NJ) Press (for about a year), moving to The News Tribune (Woodbridge, NJ for some 14 months), before joining the Providence Journal.

After a long career in journalism, Prosnitz co-founded The Write Approach, a public relations agency that over a four-year span was involved with several commercial and political clients, providing media and communications support for local, statewide (Secretary of State, Treasurer, and Attorney General) and Congressional candidates.

He also served for four years as press secretary to the Rhode Island General Treasurer, before returning to journalism as editor of Providence Business News.

After a decade at Providence Business News, Prosnitz founded Prosnitz Communications, which served a wide variety of clients, from healthcare to the defense industry. During that time Prosnitz has also served as communications manager for the Rhode Island Blood Center, a position he held or 13 years.

Throughout his career, he has continued freelance articles and photography to local, regional and national publications.

Journalism Awards:

- Twice won Best in Business Awards from the national Society of American Business Editors and Writers (SABEW).
- SABEW also recognized Providence Business News as among the six best weeklies in North America during his tenure as editor.
- Twice named media advocate of the year by the Small Business Administration.
- Investigative reporting award from the New England Press Association.
- News writing award from the Rhode Island Press Association.

Professional Leadership Positions and involvement:

- Former board member, North Central RI Chamber of Commerce.
- Leadership Rhode Island, Member of Lear

- Past president of the Northeast District of the Public Relations Society of America (PRSA), covering all of New England and parts of New York State.

- Past president and board member of the Southeastern New England Chapter of the Public Relations Society of America (PRSA).

- Past president, treasurer and board member, Providence Newspaper Guild.

- Past president, Capital City Connection, BNI Chapter.

Community Leadership Positions and involvement:

- Leadership Rhode Island, Pi Class of 1996 and former board member

- Former board member, North Central RI Chamber of Commerce.

- Former treasurer and board member, South County Tourism Council.

- Past secretary and board member, Big Brothers of Rhode Island (also selected as Big Brother of the Year).

- Former board member, United Way of Southeastern New England.

- Former board member, Rhode Island Family Shelter.

- Past president, Greenwich Odeum Corp.

- Past president, vice president and board member, Temple Torat Yisrael.

Education: Monmouth College (English major); Leadership Rhode Island; various seminars, workshops and programs offered by Bryant College, the Bureau of National Affairs, American Arbitration Association, Cornell University, and various other programs.

BYLAWS OF

CHARETTE CHARTER SCHOOL

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be **Charette Charter School** (henceforth known as *the school*)**.** It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island

Section 2 — Purpose: **Charette Charter School** is organized exclusively for educational and dissemination/outreach purposes.

ARTICLEII — MEMBERSHIP

Section 1 — Eligibility for membership: Application for voting membership shall be open to any current parent of a student (3), a representative of the DaVinci Center (1), employee of a public school, RI community based organization or nonprofit (3) and a professional Engineer, Planner or architect representing APA or AIA (2) that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application. All memberships shall be granted upon a majority vote of the board.

Section 2 — Annual dues: there are no dues for membership

Section 3 — Rights of members: Each member shall be eligible to appoint one voting representative to cast the member's vote in board elections.

Section 4 — Resignation and termination: Any member may resign by filing a written resignation with the secretary. A member can have their membership terminated by a majority vote of the membership.

Section 5 — Non-voting membership: The board shall have the authority to establish and define non-voting categories of membership.

ARTICLE III — MEETINGS OF MEMBERS

Section 1 — Regular meetings: Regular meetings of the members shall be held monthly eight times per year designated by the chair.

Section 2 — Annual meetings: Annual meeting of the members shall take place in the month of August, the specific date, time and location of which will be designated by the chair. At the annual meeting the members shall elect directors and officers, receive reports on the activities of the association, and determine the direction of the association for the coming year.

Section 3 — Special meetings: Special meetings may be called by the chair, the Executive Committee or a simple majority of the board of directors. A petition signed by seventy-five percent of voting members may also call a special meeting.

Section 4 — Notice of meetings: Printed notice of each meeting shall be given to each voting member, by mail or email, not less than five says prior to the meeting.

Section 5 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 6 — Voting: All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

ARTICLE IV — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the association, and delegate responsibility of day-to-day operations to the staff and committees. The board shall have nine members. The board receives no compensation other than reasonable expenses.

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms as long as they remain an eligible member.

Section 3 — Meetings and notice: The board shall meet at least monthly (eight times per year), at an agreed upon time and place. An official board meeting requires that each board member have written notice at least five days in advance.

Section 4 — Board elections: New directors and current directors shall be elected or re-elected by the voting representatives of members at the annual meeting. Directors will be elected by a simple majority of members present at the annual meeting.

Section 5 — Election procedures: A Membership Committee shall be responsible for nominating a slate of prospective board members representing the association's diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.

Section 6 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a president, vice-president, secretary and treasurer. Their duties are as follows:

The president shall convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice-chair, secretary, treasurer.

The vice-president shall chair committees on special subjects as designated by the board.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the Secretary. A board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 11 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE V — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board chair appoints all committee chairs.

Section 2 — Executive Committee: The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and bylaws, the Executive Committee shall have all the powers and authority of the board of directors in the intervals between meetings of the board of directors, and is subject to the direction and control of the full board.

Section 3 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes three other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee. The fiscal year shall be a July to June fiscal year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the

organization are public information and shall be made available to the membership, board members, and the public.

ARTICLE VI — DIRECTOR AND STAFF

Section 1 — Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate their duties as necessary.

ARTICLE VII — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two thirds majority vote on a date to be determined.

_____

Secretary Date

Head of School Job Description

Position Specifications

TITLE: Charette Head of School

QUALIFICATIONS:

1. A minimum of a Doctoral Degree in Education
2. A minimum of five-year experience as a Head of School
4. Such alternatives to the above qualifications as the Board may deem appropriate and acceptable.

REPORTS TO: Board of Trustees

SUPERVISES: Staff members designated by the Board of Trustees

JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student and the continued success of the school.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains an effective learning climate in the school.

2. Initiates, designs, and implements programs to meet specific needs of the school.

3. Keeps the Board of Directors informed of the school's activities and problems.

4. Makes recommendations concerning the school's administration and instruction.

5. Prepares and submits the school's budgetary requests, and monitors expenditures of funds.

6. Supervises the maintenance of all required building records and reports.

7. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.

8. Works with various members of the staff on school problems of more than in school import, such as transportation, special services, and the like.

9. Keeps the Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the principal[1]s accountability.

10. Interprets and enforces policies and administrative regulations.

11. Maintains active relationships with students and parents.

12. Budgets school time to provide for the efficient conduct of school instruction and business.

13. Supervises the school's educational program.

14. Leads in the development, determination of appropriateness, and monitoring of the instructional program.

15. Programs classes within established guides to meet student needs.

16. Assists in the development, revisions, and evaluation of the curriculum.

17. Supervises the guidance program.

18. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.

19. Establishes guides for proper student conduct and maintaining student discipline.

20. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.

21. Maintains and controls the various local funds generated by student activities.

22. Supervises the maintenance of accurate records on the progress and attendance of students.

23. Assumes responsibility for the attendance, conduct, and maintenance of health of students.

24. Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of national professional organizations, through attendance at regional, and national meetings, through enrollment in advanced courses, and the like.

25. Keeps abreast of changes and developments in the profession by attending State Department meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.

26. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.

27. Supervises the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.

28. Supervises the school's teaching process.

29. Approves the master teaching schedule and any special assignments.

30. Orients newly assigned staff members and assists in their development, as appropriate.

31. Evaluates and counsels all staff members regarding their individual and group performance.

32. Conducts meetings of the staff as necessary for the proper functioning of the school.

33. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.

34. Recommends according to established procedures, the removal of a teacher whose work is unsatisfactory.

35. Makes arrangements for special conferences between parents and teachers.

36. Assumes responsibility for the safety and administration of the school plant.

37. Supervises the daily use of the school facilities for both academic and nonacademic purposes.

38. Plans and supervises fire drills and an emergency preparedness program.

39. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.

40. Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.

41. Supervises all activities and programs that are outgrowths of the school's curriculum.

42. Supervises and evaluates the school's extracurricular program.

43. Plans and leads Cabinet meetings, faculty meetings, and such other meetings as are required or appropriate.

44. Serves as an ex officio member of all committees and councils within his school.

45. Cooperates with college and university officials regarding teacher training and preparation.

46. Responds to written and oral requests for information.

47. Assumes responsibility for all official school correspondence and news releases.

48. Organizes and administers the public relations program for his school.

49. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.

50. Responsible to cultivate principles of morality as per Title 16.

51. Additional duties as assigned by supervisory leadership

TERMS OF EMPLOYMENT: As negotiated with the Board of Trustees

EVALUATION: In accordance with Evaluation System Protocols.

Charette

An Urban Planning and Preservation Arts Charter High School

Chief Planner

Description of Position Objectives, Main Goals and Duties

Position Objectives

The Chief Planner position at Charette exists in order to create a liaison, or coordinator, to produce content and external opportunities which advances the school's unique themes for the faculty and students. This position is akin to an academic dean but only customized to Charette's needs.

The creation and scheduling of both internal content (work products) and external (out of school) opportunities for the exploration of the school's themes, assisting in lesson planning and providing professional development for teachers around the charette concept are all critical elements in bringing the school's theme to life both in and outside the core courses.

This position is intended to create a hybrid faculty of professionals from varying sectors; education and Planning. The Chief Planner will ideally be a member of the American Planning Association and possess a minimum of a Bachelor's degree in a planning related area. The Chief Planner will work as a peer with the professional and certified teaching corps.

Main goals of the Chief Planner

- To produce work plans and provide PD for teachers in the implementation of project based work during the afternoon charette period
- To plan external activities in the community for teachers and students
- To create a culture of documentation of field work through the use of m-learning and portable devices
- To develop a system of AutoCAD instruction and certification
- To develop a plan to build a team of Planners and architects to create new systems to advance the school's mission and themes

Primary duties of the Chief Planner

- ✓ Provide guidance and support to faculty on activities for charette period
- ✓ Ensure the continuous professional development of all staff through development of a menu of internal and external opportunities in support of the school's themes
- ✓ Assist the Head of School in the Coordination of PARCC and NWEA testing and facilitate data analysis to improve the quality of instruction
- ✓ Produce work products, schedules and logistics in support of teachers work within the school's theme.

Credentials, hours and scope of work

The Chief Planner position is a full time position within the school. The contract year is for 200 days per year. Preference for a Registered Professional Planner or similar skill set and experience or education in planning.

Works Cited in Application

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JOHNSON & WALES
UNIVERSITY

PROVIDENCE CAMPUS

April 1, 2015

Kathleen Vespia, Ed.D.
Robert Pilkington, Ed.D.

Dear Rob and Kathy:

Thank you for sharing your group's vision for a charter school with me. I don't ordinarily get too excited about another new school with a new concept, but I think this design is really different and better in that its focus is building academic skills through blended learning, while still engaging students with projects that are authentic and personalized. It will meet the needs of so many young people who prefer to learn using a technology-based model. Providing this kind of learning opportunity for our urban students will certainly fill a gap in our attempt to prepare students with the skills they'll need for college and for work.

Please keep me informed of your progress as our teacher education department would very much like to become more involved with the school's development. We welcome the potential of collaborating with you in the future in such areas as shared professional development of teachers and providing our teacher candidates with outstanding opportunities to experience cutting-edge pedagogical practices.

Again, thank you for sharing this design and I look forward to working with you in the near future.

Sincerely,

Denise DeMagistris, Ed.D.
Professor and Acting Director
Professional Studies
Teacher Education Programs

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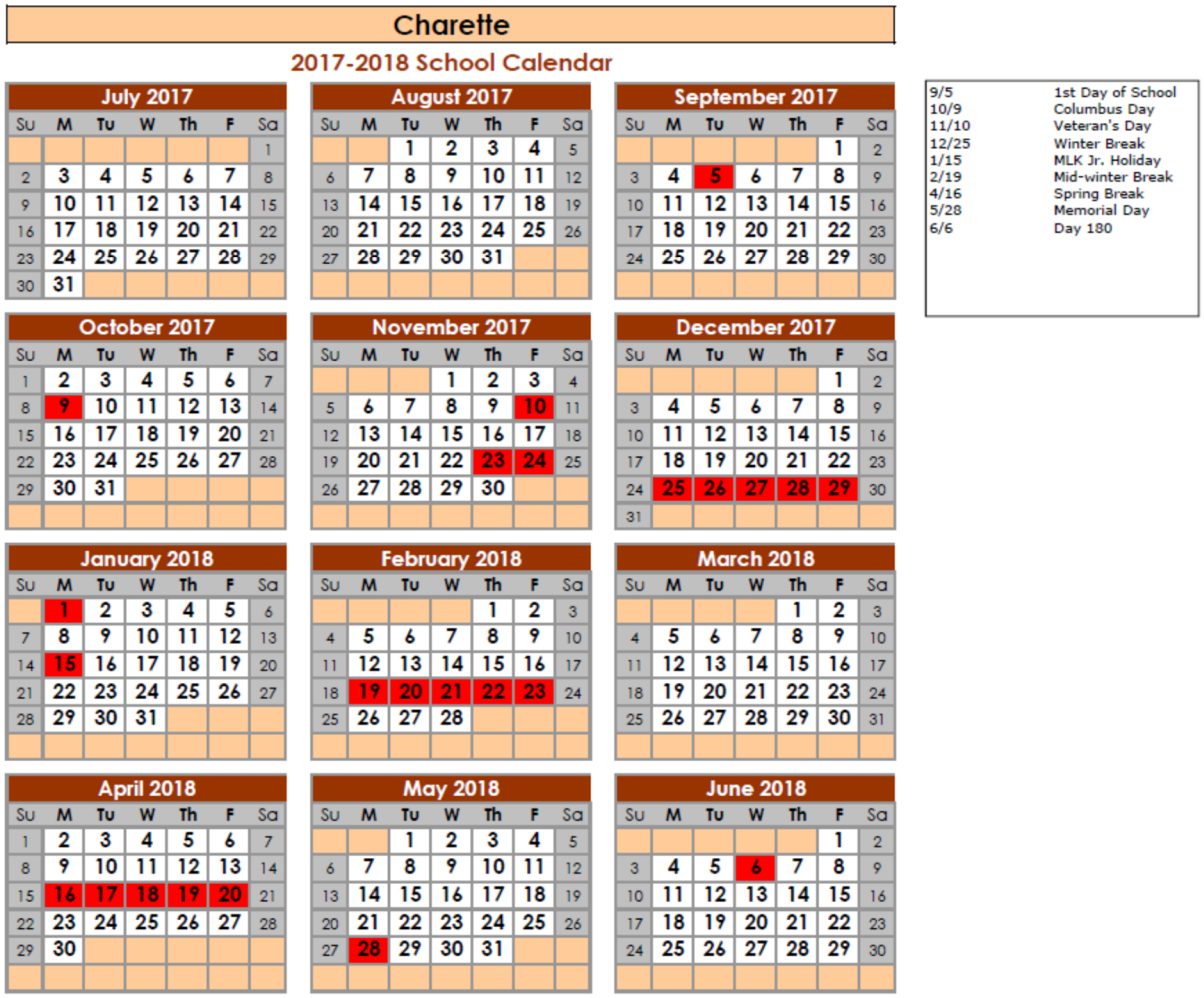
Providence, R.I. North Miami, Fla. Denver, Colo. Charlotte, N.C.

Draft of FY18 School Calendar



Implementation and Operations

			FY2018	FY2019	FY2020	FY2021	FY2022
	MAJOR ASSUMPTIONS						
A	Average local aid per pupil		4,347.00	4,347.00	4,347.00	4,347.00	4,347.00
B	Average state aid per pupil		10,696.00	10,696.00	10,696.00	10,696.00	10,696.00
C	Student Enrollment		113	167	225	225	225
D	Gross Square Footage (GSF) of facility		8,000	12,000	16,000	16,000	16,000
E	*Staffing*						
	E1. School Principals/Asst Principals		1.0	1.0	1.0	1.0	1.0
	E2. School Support Staff		1.0	2.0	2.0	2.0	2.0
	E3. Executive Director/Superintendent		0.2	0.2	0.2	0.2	0.2
	E4. Deputies/Administrators		0.0	0.0	0.0	0.0	0.0
	E5. Program/Operations Support Staff		0.0	0.0	0.0	0.0	0.0
	E6. Teachers		9.0	13.0	18.0	18.0	18.0
	E7. Paraprofessionals		0.0	0.0	0.0	0.0	0.0
	E8. Pupil Support		0.0	0.3	0.3	0.3	0.3
	E9. Teacher Support		1.0	2.0	3.0	3.0	3.0
	E10. Program Management		0.1	0.5	0.5	0.5	0.5
	E11. Special Services		0.0	0.0	0.0	0.0	0.0
	E12. Facilities Maintenance		0.0	0.0	0.0	0.0	0.0
F	Staff FTE	Subtotal:	12.3	18.9	24.9	24.9	24.9
	OPERATING REVENUES						
1	Local Revenue		491,211.00	725,949.00	978,075.00	978,075.00	978,075.00
2	State Revenue		1,208,646.35	1,787,755.50	2,409,159.14	2,409,159.14	2,409,159.14
3	Grants - Charter Schools Program		0.00	0.00	0.00	0.00	0.00
4	Grants - Private		0.00	0.00	0.00	0.00	0.00
5	Federal formula funds (inc. Title I, III and IDEA)		0.00	0.00	0.00	0.00	0.00
6	Capital Projects Funds		0.00	0.00	0.00	0.00	0.00
7	Other:		0.00	0.00	0.00	0.00	0.00
8	**TOTAL OPERATING REVENUES**		1,699,857.35	2,513,704.50	3,387,234.14	3,387,234.14	3,387,234.14
	OPERATING EXPENDITURES						
	School Management						

9	Salaries: Principals and Assistant Principals		115,000.0	118,450.0	122,003.0	125,663.0	129,432.0
10	Salaries: Support Staff		35,000.0	70,000.0	75,000.0	77,500.0	80,000.0
11	School Office		0.00	0.00	0.00	0.00	0.00
12	Other:		0.00	0.00	0.00	0.00	0.00
13		Subtotal:	150,000.00	188,450.00	197,003.00	203,163.00	209,432.00
	Program/Operations Management						
14	Salaries: Executive Director or Superintendent		22,000.0	23,000.0	24,000.0	25,000.0	26,000.0
15	Salaries: Deputies and Administrators		0.00	0.00	0.00	0.00	0.00
16	Salaries: Support Staff		0.00	0.00	0.00	0.00	0.00
17	Legal		3,000.00	4,000.00	5,000.00	5,000.00	5,000.00
18	School Board		500.00	500.00	500.00	500.00	500.00
19	Business Operations		65,000.00	78,000.00	78,000.00	78,000.00	78,000.00
20	Information Management and Technology		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
21	Other:		0.00	0.00	0.00	0.00	0.00
22		Subtotal:	95,500.00	110,500.00	112,500.00	113,500.00	114,500.00
	Instruction						
23	Salaries: Teachers		382,500.00	595,000.00	855,000.00	855,000.00	855,000.00
24	Salaries: Paraprofessionals		0.00	0.00	0.00	0.00	0.00
25	Stipends and Bonuses		0.00	0.00	0.00	0.00	0.00
26	Pupil-Use Technology, Hardware, and Software		120,000.00	60,000.00	60,000.00	30,000.00	30,000.00
27	Instructional Materials Supplies		30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
28	Other:		54,000.00	81,000.00	108,000.00	108,000.00	108,000.00
29		Subtotal:	586,500.00	766,000.00	1,053,000.00	1,023,000.00	1,023,000.00
	Instructional Support						
30	Salaries: Pupil Support		18,000.00	18,000.00	18,000.00	18,000.00	18,000.00
31	Salaries: Teacher Support		65,000.00	130,000.00	195,000.00	200,000.00	205,000.00
32	Salaries: Program Management		25,000.00	30,000.00	35,000.00	35,000.00	35,000.00
33	Salaries: Special Services		0.00	0.00	0.00	0.00	0.00
34	Guidance and Counseling		0.00	0.00	0.00	0.00	0.00
35	Library and Media		84,000.00	42,000.00	42,000.00	24,000.00	24,000.00
36	Extracurricular		10,000.00	15,000.00	20,000.00	20,000.00	20,000.00
37	Student Services, Outreach, Recruitment		20,000.00	10,000.00	10,000.00	10,000.00	10,000.00
38	Student Health Services		5,000.00	2,500.00	2,500.00	2,500.00	2,500.00
39	Academic Interventions		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
40	Curriculum Development		0.00	0.00	0.00	0.00	0.00
41	In Service, Staff Development, and Support		0.00	0.00	0.00	0.00	0.00
42	Assessment		1,500.00	2,000.00	2,500.00	2,500.00	2,500.00

43	Other:		0.00	0.00	0.00	0.00	0.00
44		Subtotal:	233,500.00	254,500.00	330,000.00	317,000.00	322,000.00
	Operations						
45	Salaries: Facilities Maintenance		0.00	0.00	0.00	0.00	0.00
46	Transportation		79,100.00	116,900.00	157,500.00	157,500.00	157,500.00
47	Food Services		30,000.00	5,000.00	5,000.00	2,500.00	2,500.00
48	Safety		3,000.00	0.00	0.00	0.00	0.00
49	Building Upkeep and Maintenance		5,000.00	0.00	0.00	0.00	0.00
50	Maintenance Contracts		0.00	0.00	0.00	0.00	0.00
51	Utilities		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
52	Lease		160,000.00	240,000.00	320,000.00	320,000.00	320,000.00
53	Debt Service		0.00	0.00	0.00	0.00	0.00
54	Capital Projects		0.00	50,000.00	75,000.00	100,000.00	125,000.00
55	Other:		0.00	0.00	0.00	0.00	0.00
56		Subtotal:	287,100.00	421,900.00	567,500.00	590,000.00	615,000.00
	Other Obligations						
57	Fringe Benefits		205,375.00	305,180.00	410,441.00	414,211.00	418,014.00
58	Insurance (non-employee)		18,000.00	20,000.00	22,000.00	22,000.00	22,000.00
59	Retiree Benefits		0.00	0.00	0.00	0.00	0.00
60	Purchased Management Services		0.00	0.00	0.00	0.00	0.00
61	Other:		0.00	0.00	0.00	0.00	0.00
62		Subtotal:	223,375.00	325,180.00	432,441.00	436,211.00	440,014.00
	Community Services						
63	Community Service Operations		35,000.00	25,000.00	25,000.00	25,000.00	25,000.00
64	Other:		0.00	0.00	0.00	0.00	0.00
65		Subtotal:	35,000.00	25,000.00	25,000.00	25,000.00	25,000.00
66	**Budgeted Contingencies**		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
67	**TOTAL OPERATING EXPENDITURES**		1,660,975.00	2,141,530.00	2,767,444.00	2,757,874.00	2,798,946.00
68	**SURPLUS/(DEFICIT)**		38,882.35	372,174.50	619,790.14	629,360.14	588,288.14

Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information **only** in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

	FY2018		FY2019		FY2020		FY2021		FY2022	
Name of Community	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	113	100%	167	100%	225	100%	225	100%	225	100%
Total Enrollment	**113**	100%	**167**	100%	**225**	100%	**225**	100%	**225**	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

	FY2018		FY2019		FY2020		FY2021		FY2022	
Name of Community	**#**	**FRPL %**	**#**	**FRPL %**	**#**	**FRPL %**	**#**	**FRPL %**	**#**	**FRPL %**
PROVIDENCE	89	79%	132	79%	178	79%	178	79%	178	79%
Total FRL Enrollment	**89**	79%	**132**	79%	**178**	79%	**178**	79%	**178**	79%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	per-pupil $	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**	**per-pupil $**	**total $**
PROVIDENCE	$4,347	$491,211	$4,347	$725,949	$4,347	$978,075	$4,347	$978,075	$4,347	$978,075
Average Local Per Pupil	$4,347		$4,347		$4,347		$4,347		$4,347	
Total Local Aid		$491,211		$725,949		$978,075		$978,075		$978,075

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

FY 2018 Core Amount: $9,290

Name of Community	*Core*	*SSF (0.4)*	*Share Ratio*	*# students*	*# FRL students*	*Total Core*	*Total SSF*	*Average PP*	*Total*
PROVIDENCE	$9,290	$3,716	87.6%	113	89	$919,092	$289,555	$10,696	$1,208,646

Average and total			113	89	$10,696	$1,208,646

Table 5: Total Aid	**FY2018**	**FY2019**	**FY2020**	**FY2021**	**FY2022**
Total Local	$491,211	$725,949	$978,075	$978,075	$978,075
Total State	$1,208,646	$1,787,755	$2,409,159	$2,409,159	$2,409,159
	$1,699,857	$2,513,704	$3,387,234	$3,387,234	$3,387,234